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AUTHOR	Horn, Fern M.; Barsness, Anita C.
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ABSTRACT

The instructional materials are intended for use with the educable mentally handicapped students who are mainstreamed into home economics classes. The materials are divided into five substantive content areas: (1) child development, (2) personal development, (3) clothing and textiles, (4) consumer education, and (5) foods and nutrition. The lessons within each area provide teaching guidelines (performance objectives, instructional approach, and instruction for evaluation) and varied instructional materials (exercises, tests, games, illustrations, and handouts). A 68-page annotated bibliography of instructional materials for use by home economics teachers with educable mentally handicapped students is appended. (VA)

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ED112264

INSTRUCTIONAL MATERIALS FOR USE WITH EDUCABLE MENTALLY RETARDED STUDENTS ENROLLED IN HOME ECONOMICS CLASSES

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Fern M. Horn, Professor
Anita O. Barsness, Instructor
University of Wisconsin - Stevens Point
May, 1975

Project No. 5 - 4118/H106

1968 Amendments to the Vocational Education Act
Bureau for Career and Manpower Development
Wisconsin Department of Public Instruction
126 Langdon Street, Madison, Wisconsin 53702

Barbara Thompson, PhD
State Superintendent
Department of Public Instruction

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(VT 102 070)

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PREFACE

This publication is the result of the cooperative effort of (1) home economics and special education teachers enrolled in two graduate workshops during the summer of 1974, (2) consultants from the Department of Public Instruction and the University of Wisconsin - Stevens Point, (3) classroom teachers who field tested the materials, (4) project personnel, and (5) publishers and others who provided materials for examination. Vocational Education funds were provided through a grant from the Bureau of Career and Manpower Development, Department of Public Instruction.

It is hoped that these materials will provide classroom teachers with a variety of ways to help EMR students understand concepts covered in home economics. Particular attention was given to the sequencing of information, clarity of directions, vocabulary, and different approaches.

We are especially grateful to those teachers who gave so willingly of their time to field test the materials and who gave meaningful suggestions for revision.

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The following project participants contributed to the development of several of the instructional materials included in this publication. A special thank you is extended to those starred (*) who, with their students, field tested the materials.

Special Consultants

Miss Elaine Staaland, Consultant
Home Economics Education
Department of Public Instruction
Madison, Wisconsin

Dr. Robert Rossmiller, Professor
School of Education
University of Wisconsin - Stevens Point

Mrs. Alverna Robinson, Consultant
Special Education
Department of Public Instruction
Madison, Wisconsin

Dr. Hildegarde Kuse, Professor
School of Education
University of Wisconsin - Stevens Point

Project Participants

*Aulik, Caroline
*Bauer, Joanne
Baynes, Ellen
Blajeski, Leila
Bartel, Marilyn
*Bensen, Joyce
Breen, Joyce
*Brightsman, Barbara
*Brown, Harriet
Buch, Elaine
Carlson, Katherine
Casssidy, Lucille
Christner, Georgia
*Dean, Helen
*Dorney, Patricia
Dudley, Lorraine
Goolsbey, Ellen
Graul, Zoe
Halder, Bette Ann
Hankey, Dorothy
Hardtke, Joyce
Heckman, Fran
*Heldt, Donna
Heinz, Alice
Heller, Kathleen
Helm, Kay
*Hetzel, Kathleen
*Hill, Catherine
Hultgren, Mary
Jirik, Sue
*Kavadas, Marian
Keehan, Mary Ann
King, Eleanor
Kintop, Pat
Kovacevich, Marilyn
Kuiken, Joette
Luecht, Donna
Mathews, Janet
*Mayo, Linda
Meisner, Margaret
Michalak, Lois
*Mulry, Blanche
*Newcomb, Judith
*Norton, Jill
Obenhoffer, Kathleen
Olson, Judith
Pietsch, Kathy
*Fope, Phyllis
Ringelstetter, Katchen
Rodger, Julie
Rutkowski, Kathleen
Sanders, Ila
Schiesser, Linda
Schoeninger, Harriet
*Stamm, Inez
*Toles, Minnie
Tomkins, Jacquiline
Vanden Avond, Mary
*Vinette, Merry
Walters, Jeanne
Wamser, Mary
*Wiedlein, Murval
*Welch, Margaret

Graduate Assistants

Gloede, Janice
Jones, Jane
Kuiken, Joette

Typists

Erickson, Paula
Jahn, Janice
Reineke, Melanie
Tesch, Beverly

Art Work

Ollhoff, Charlene

SUMMARY OF PROJECT

After the Wisconsin legislature passed Chapter 89, a research project was proposed and funded from the Bureau for Career and Manpower Development, Wisconsin Department of Public Instruction. The objectives were:

1. To identify and review available curriculum materials in home economics which have been developed for use or are suitable for use with the educable mentally retarded students enrolled in home economics and to compile a bibliography of these materials for dissemination to home economics teachers.
2. To determine gaps in the materials needed for teaching these students either in a special class or enrolled in regular home economics classes.
3. To develop instructional materials which will help the home economics teacher in either situation.
4. To field test the materials with home economics teachers who have EMR students in either situation.
5. To conduct in-service programs or workshops for interested teachers in the development and utilization of materials.

Letters were sent to all state supervisors of home economics for information concerning projects and materials that had been developed for EMR students enrolled in home economics classes. AHEA research abstracts for theses and dissertations were examined and relevant materials analyzed. Current educational magazines and ERIC publications provided information about projects in a number of schools across the nation. In addition, catalogs from a number of educational publishers were examined.

All materials which could be obtained were analyzed for usability in home economics classes, examined for reading level, and included in an annotated bibliography if available for purchase. The first edition of this bibliography was distributed in the spring of 1974. Additional materials have been obtained and are included in the revised edition.

One in-service meeting was conducted on November 10, 1973 for 54 interested teachers. Two workshops were offered during the summer of 1974 with 47 teachers developing instructional materials, several of which were refined and included with those developed by project personnel. All materials were mailed to those teachers who volunteered to field test them with the students enrolled in their classes. The materials were then revised utilizing the suggestions from the classroom teachers and their students.

IMPLICATIONS FOR TEACHING EDUCABLE MENTALLY RETARDED STUDENTS IN HOME ECONOMICS CLASSES

The instructional materials which were developed and field tested for this project were planned for use with the educable mentally retarded students who are mainstreamed into home economics classes. For these students to function and work well in regular classes, materials which they can use successfully are needed.

The educable mentally retarded have been described as having a poor memory, limited ability to abstract, difficulty in understanding cause and effect, faulty concept formation, imprecise perceptions, limited incidental learning, impoverised language, and difficulty in generalizing. With these characteristics inherent, Kolstoe presents the following considerations for planning materials and in presenting tasks for the EMR student.

1. The tasks should be uncomplicated. The new tasks should contain the fewest possible elements; and most of the elements should be familiar, so the learner has very few unknowns to learn.

2. The tasks should be brief. This assures that the learner will attend to the most important aspects of the tasks and not get lost in a sequence of interrelated events.

3. The tasks should be sequentially presented so the learner proceeds in a sequence of small steps, each one built upon previously learned tasks.

4. Each learning task should be the kind in which success is possible. One of the major problems to overcome is that of failure proneness. This major deterrent to learning can be effectively reduced through success experiences.

5. Overlearning must be built into the lessons. Drills in game form seem to lessen the disinterest inherent in unimaginative drill.

6. Learning tasks should be applied to objects, problems and situations in the learner's life environment. Unless the tasks are relevant, the learner has great difficulty in seeing their possible importance.[1]

In addition, Sachmary has developed a number of suggestions for teachers as they work with the educable mentally retarded student. These are summarized as follows:

---

[1] Oliver Kolstoe. Teaching Educable Mentally Retarded Children, Holt, Rinehart & Winston, Inc., 1970. pp. 17-23,

Problems	Suggestions
Short attention span	Short, well motivated sessions in a quiet area. A variety of meaningful materials Ready To Use! Specific directions, short, direct.
Slow reaction	Introduce one step at a time. Reduce number of questions.
Difficulties in attacking problems	Practical experiences. SHOW PROCEDURES. Have learner explain and SHOW. Use all senses.
Difficulty in analyzing problems	Limit number of variables. Use basic words. Examine consequences of outcomes. Role play.
Limited ability to generalize	Use concrete experiences involving senses. Use THINGS instead of abstract ideas. Use only bare essentials.
Value judgment	Use role play situations, etc. to clarify values.
Memory	Recall past experiences when learning new. Use practical examples. Practice use of new learning with established pattern or procedures.
Poor work habits	Plan with learner one step at a time. Have routines clear. Give clear and simple assignments and directions. Use visual aids whenever possible.
Easily frustated	Practice a positive approach and be realistic in requests and encouragement. Give directions slowly. Show what is wanted. Provide outlets for expressing feelings. Use praise often.[2]

---

[2] Sackmary and Winters. Understanding and Teaching the Slower Student. New York: MSS Educational Publishing Company, Inc.

INSTRUCTIONAL MATERIALS

CHILD DEVELOPMENT

[redacted]

[redacted]

To The Teacher

Title: Toy Trapsing Game

Substantive Area: Child Development

Concepts: Relationship of play and toys to the growth and development of children.
Various types and functions of toys.
Factors influencing toy selection.

Performance Objectives: By reading the statements on the cards, the student will become familiar with facts related to play activity and toy selection.

Special Instructions:

Equipment Needed:

1. Game Board, as illustrated, is drawn on two separate pages which are to be connected and attached to heavier paper for constructing a sturdy board. Addition of color, and various design materials would add interest to the board.
2. Cards, in two colors, containing written statements and instructions.

   Cards are to be created using the master sheets as follows: Pages 8-12 contain diagrams for 60 cards...These are to be green cards. Page 13 has diagrams for 12 cards which are to be blue cards.

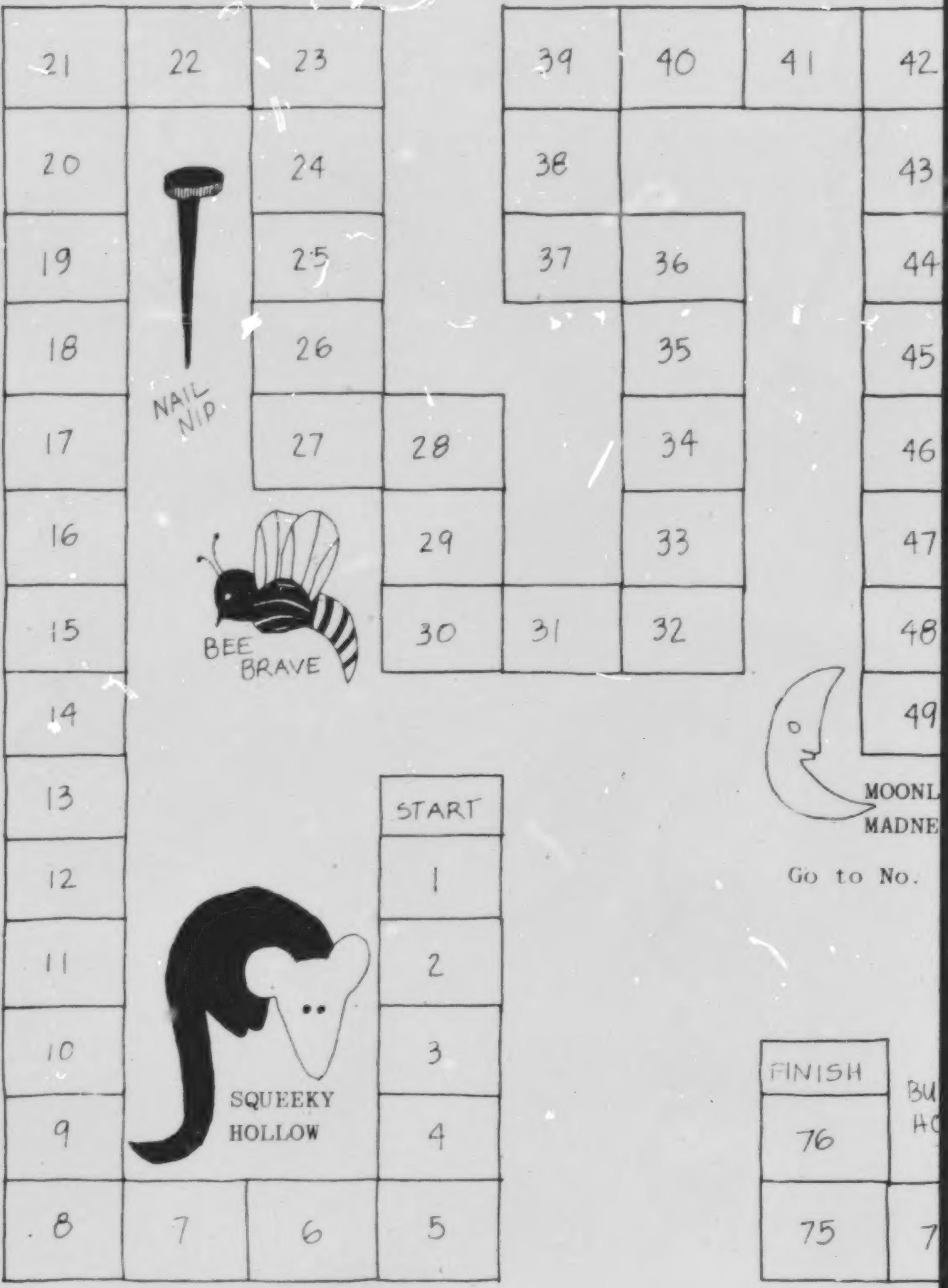
   To create durable cards for play, the colored sheets can be glued onto heavier paper and then covered with clear contact paper before being cut into cards.

3. Markers to be moved around the board.

Directions for playing the game:

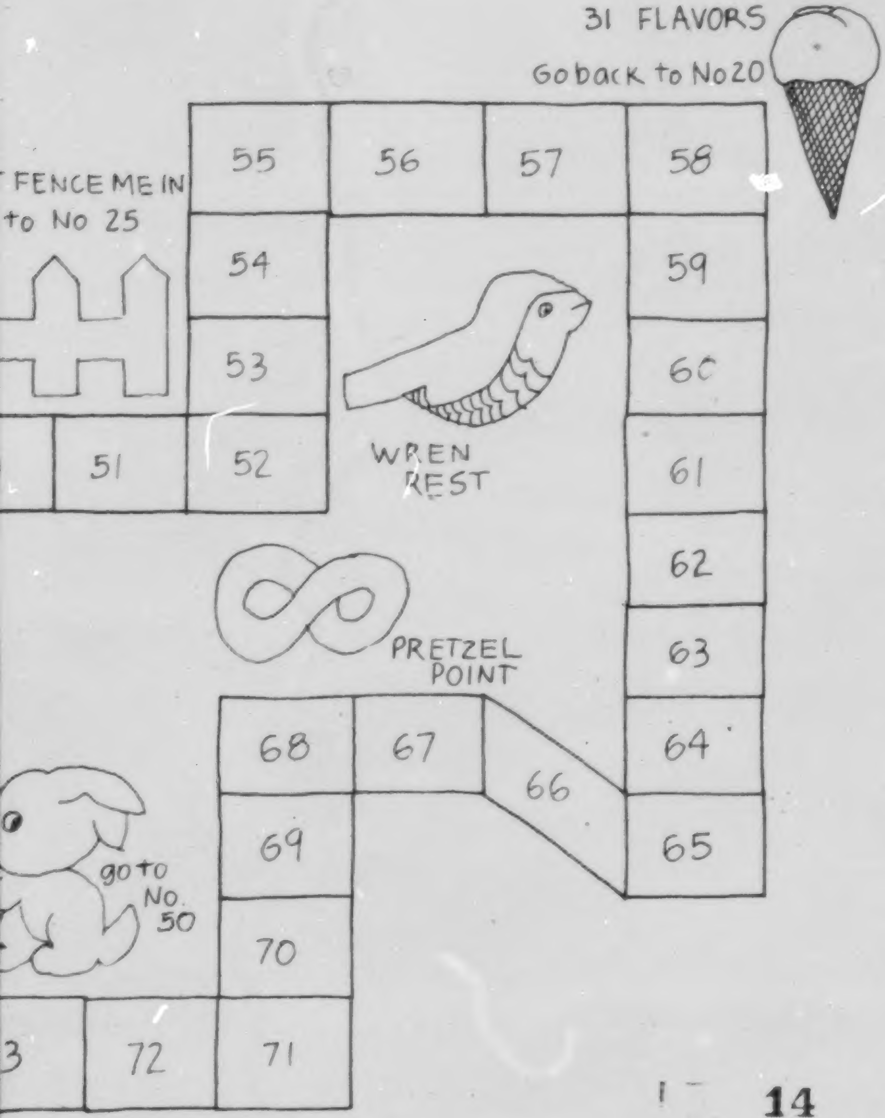
1. Two players will be able to play this game.
2. The cards are placed in two piles near the game board. Green cards contain statements about toys. Blue cards include additional information.
3. Players begin by placing markers at the word START. Player to make first move can be determined by flip of a coin.
4. Each player in turn draws a green card, reads the statement out loud, then follows instructions for moving marker.
5. A green card may direct a player to also draw a blue card, in which case, blue card is drawn and instructions followed.
6. The first player to reach FINISH is the winner.

toy trapsing game



PLACE BLUE CARDS HERE

PLACE GREEN CARDS HERE



Toys help a child to have hobbies later on in life. 6 jumps	A toy should be fun as well as teach the child to think. 8 jumps	Child climb
Children play house because they like to do things like their parents do. 7 jumps	Play helps a child learn about life. 2 jumps	A swi is a
Children should be given a chance to choose some of their own toys. 4 jumps	The age for the toy might be stated on the box of the toy. 12 jumps	Toys for t how t
Toys should be free of sharp edges. 5 jumps	Toys can teach a child to do something new. 8 jumps	A toy money

o have life.	A toy should be fun as well as teach the child to think. 8 jumps	Children like to walk, run climb, and jump. 4 jumps
because ngs like	Play helps a child learn about life. 2 jumps	A swing at the playground is a large muscle toy. 2 jumps
given some of	The age for the toy might be stated on the box of the toy. 12 jumps	Toys should be easy enough for the child to know how to use them. 6 jumps
e of 15	Toys can teach a child to do something new. 8 jumps	16 A toy should be worth the money paid for it. 3 jumps

Toys need to be checked often to see if they are still working well.

5 jumps

Good toys can be used in more ways than one.

4 jumps

Parents can enjoy playing with children and their toys.

8 jumps

Toys can be made from things in the home

6 jumps

Children enjoy toys that are right for their age and interests.

9 jumps

Lightweight toys are good for little children.

5 jumps

Empty boxes can become fun toys.

3 jumps

Taking care of toys is important for children to learn.

7 jumps

Toys
piece
the m

Paren
learn
toy.

Toys
and t

Toys
size

cked y are	Children enjoy toys that are right for their age and interests. 9 jumps	Toys should not have small pieces which can be put into the mouth and swallowed. 9 jumps
ed in	Lightweight toys are good for little children. 5 jumps	Parents can help children learn how to play with a toy. 8 jumps
laying heir	Empty boxes can become fun toys. 3 jumps	Toys should be easy to clean and take care of. 6 jumps
om	Taking care of toys is important for children to learn. 7 jumps	Toys should be right for the size of the child. 7 jumps

One kind of a small muscle toy is a puzzle. 2 jumps	Children need to be taught to pick up their toys. 9 jumps	Some t aware 5
A good toy is strong enough to take lots of playing. 3 jumps	Children often get toys for Christmas and birthday gifts. 4 jumps	Toys a 5
Many children like wooden blocks. 15 jumps	Picture books can help children learn the names of things. 3 jumps	It tak to lea 9
Making toys for children is fun to do. 19	Rattles and shackers are good for babies. 20	Toys c develo muscle

le.	Children need to be taught to pick up their toys. 9 jumps	Some toys make a child more aware of what is around him. 5 jumps
of	Children often get toys for Christmas and birthday gifts. 4 jumps	Toys are children's tools. 5 jumps
	Picture books can help children learn the names of things. 3 jumps	It takes time for a child to learn to ride a bicycle. 9 jumps
d-	19 Rattles and shackers are good for babies. 20	Toys can help the child develop large and small muscles.

The label on the toy should say that the paint is safe (non-toxic).

4 jumps

Play is a child's work.

1 jump

Balls help children develop their muscles.

7 jumps

Children need to learn how to play.

5 jumps

A toy should keep the interest of the child playing it.

6 jumps

Some toys help a child to tell you how he feels.

3 jumps

Toys should be healthy.

2 jumps

Two children using one swing can learn how to take turns.

7 jumps

Every
should
plays

2

A toy
to th

1

Wagons
books
year

1

Toys
to sha

should

s safe

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21

A toy should keep the interest of the child playing it.

6 jumps

Some toys help a child to tell you how he feels.

3 jumps

Toys should be healthy.

2 jumps

Two children using one swing can learn how to take turns.

7 jumps

22

Every fine part of a toy should work when the child plays with it.

2 jumps

A toy should not be harmful to the child.

1 jump

Wagons, and simple picture books would please a three year old child.

10 jumps

Toys can help a child learn to share with his friends.

9 jumps

Take a blue card.

Take a blue card.

Take a blue card.

Take a blue card.

Take a blue card.

Take a blue card.

Take a blue card.

Take a blue card.

Take a

Take a

Take a

Take a

Take a blue card.

Take a blue card.

Take a blue card.

Take a blue card.

Take a blue card.

Take a blue card.

23

Take a blue card.

24

Take a blue card.

Trot your way to Bunny Hop Trail and do what it tells you to do.	You sat down at Wren Rest so you lose this turn while you take a nap.	Hop ac to num
On the way to the toy store you stop at Moonlight Madness. Do what it tells you to do at the moon symbol.	You wanted an ice cream cone. Find the cone, then do what it tells you to.	Sing y Fence tells
Safety is so important but you stepped on a nail at Nail Nip. You have to rest so you lose your next turn.	On your way to Squeeky Hollow you are scared by a mouse so you move back 10 jumps.	"Bee B the be run to
Go back 5 jumps.	Jump to number 27.	Jump

unny Hop it tells	You sat down at Wren Rest so you lose this turn while you take a nap.	Hop across Pretzel Point to number 52.
toy store ight it tells oon	You wanted an ice cream cone. Find the cone, then do what it tells you to.	Sing your way to "Don't Fence Me In." Do what it tells you to by the fence.
rtant but ail at e to rest ext turn.	On your way to Squeeky Hollow you are scared by a mouse so you move back 10 jumps.	"Bee Brave" and run past the bee hive. You may run to number 40.
	Jump to number 27.	Jump to number 38.

PERSONAL DEVELOPMENT/FAMILY RELATIONSHIPS

To The Teacher

Title: Your Personal Appearance

Substantive Area: Personal Development/Family Relationships

FINGERNAIL CARE

Concepts: Steps and procedures used in care of fingernails
Correct use of equipment

Performance Objectives:

The student will:
1. read a two page handout on fingernail care.
2. view illustrations of procedures.
3. complete written exercises.

Special Instructions:

Instructional Approach:

1. The two informational pages are read by students, with page of related exercises to be completed.
2. The page of sketches can be used in one of the following ways:
    a. Cut out mounted on colored paper, and posted on wall.
    b. As a master to make a transparency for projection.
    c. Cut out and attached to 4"x6" index card for self-study.
3. These self-study materials can be used by students in preparation for:
    - teacher demonstration of steps in fingernail care.
    - students working together to practice using equipment.

Instructions for Evaluation:

II. Completion: 1. brush 3. cut 5. break
2. cuticle 4. emery board

BODY CARE, FACE/SKIN CARE, POSTURE

Performance Objectives:

The student will:
1. read handouts to obtain information regarding good grooming habits.
2. complete exercises to reinforce learnings.

Special Instructions:

Instructional Approach:

The information presented is intended to reinforce positive habits of grooming. The handouts on body and face/skin care have related exercises to test comprehension.

It would be appropriate to have compiled a number of grooming aids for students to examine. With both useful and unnecessary materials displayed, the students would be able to apply learnings as well as practicing techniques they may need to incorporate into their personal care program.

Instruction for Evaluation:

Body Care: 1. False, 2. True, 3. False, 4. True, 5. True, 6. False
7. False, 8. True.

Face/Skin Care: Refer to handout

FINGERNAIL CARE

Your hands are always on display.

They are seen often by other people.

You want hands that you can be proud of.

You can be proud of smooth, clean hands.

You can be proud of hands with nicely shaped nails.

Look at your hands.

Do they look clean and well-cared for?

Now look at you fingernails. Are they clean?

Hands need to be washed with soap and water many times everyday.

Fingernails need to be cleaned often too.

To clean fingernails, a nailbrush can be used.

Clean hands with well scrubbed nails look nice.

You will need to cut your fingernails about once a week.

Follow these steps:

1. Start with hands that have been washed with soap and water, then dried well.
2. Your cuticle is the skin at the edge of your fingernail.

   The cuticle is delicate and is to be treated gently.

   If your cuticle is pulled, cut, or bitten, it gets damaged.

   After washing your hands, gently push back each cuticle.

   You can use the towel or a tissue for this.

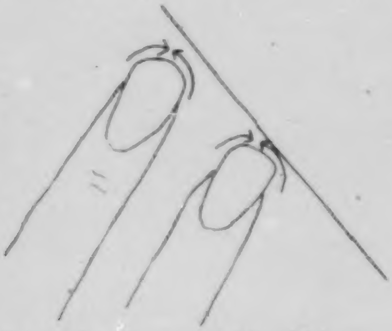
3. Fingernails can be cut with a nail scissors or nail clippers.

You should never bite your fingernails.

There are two things that do not look good:

- to see people nibbling on their nails.
- to see nails that are ragged and bitten.

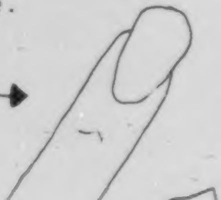
So if you are a nail bitter, try to stop now!



4. Nails can be shaped with an emery board or a nail file.

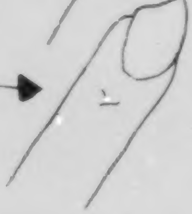
An emery board is best because it has a finer edge.

The nail should be shaped to look like this: →



This rounded nail follows the lines of your finger and looks nice.

A nail shaped like this is too pointed: →

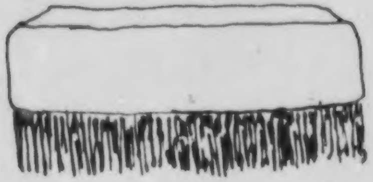


Pointed nails break too easily at the center.

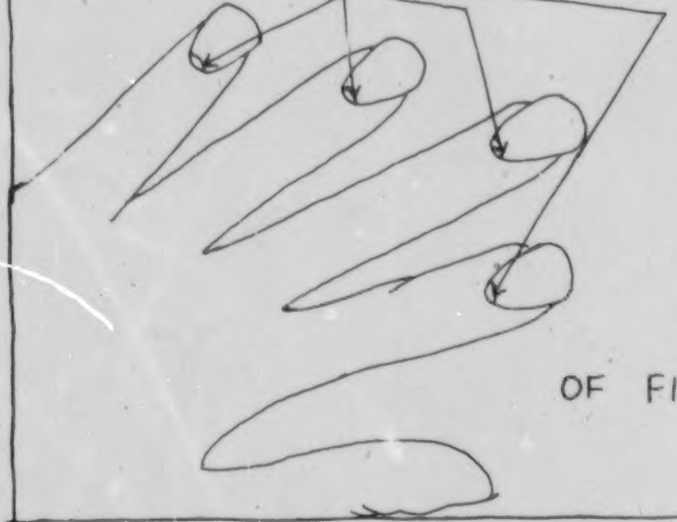
Nails that are too long break easily too.

Remember, claws are for wild animals, not for you!

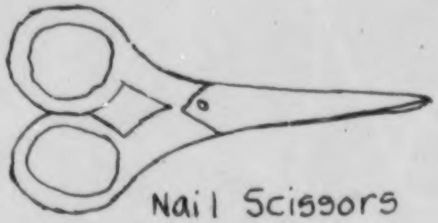
TO CLEAN UNDER NAILS



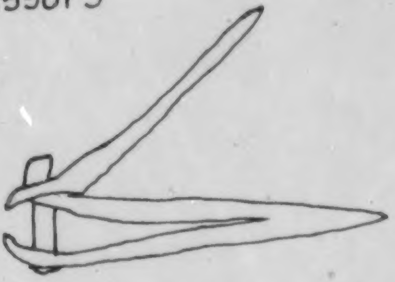
Nail Brush


Cuticle
SKIN AT EDGE OF FINGERNAIL

TO CUT NAILS



Nail Scissors



Nail Clippers

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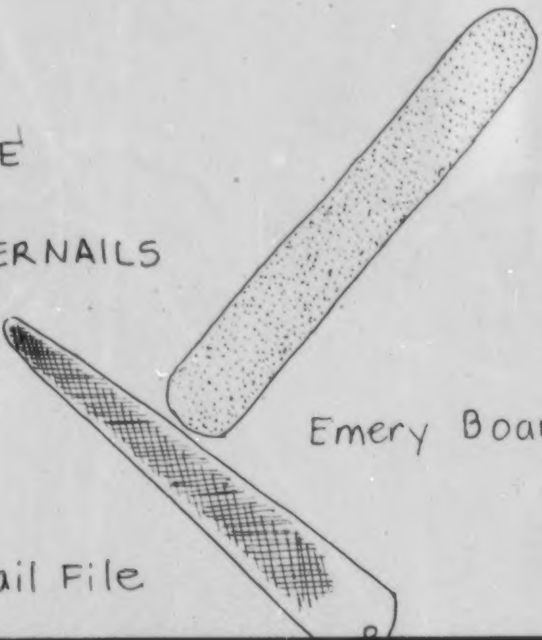
TO SHAPE FINGERNAILS



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FINGERNAIL CARE

Name ____________________

I. Matching: Draw a line to the picture that goes with the word.

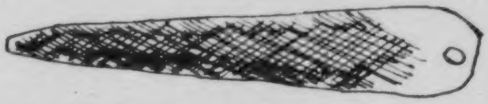
Nail Scissors

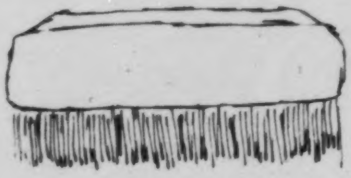
Nail File

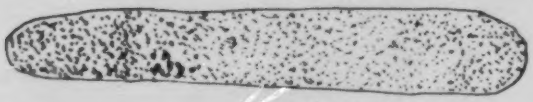
Nail Clippers

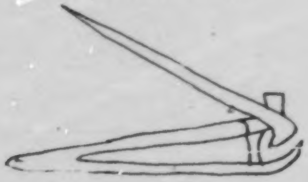
Emery Board

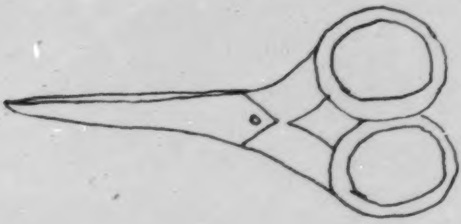
Nail Brush











II. Completion: Write the correct word on the line to complete each sentence.

1. A nail ____________ is used to clean under nails.
2. The skin at the edge of your fingernail which needs to be gently pushed back is called a ____________.
3. Nail clippers are used to ____________ nails.
4. Nails can be nicely shaped using an ____________ ____________.
5. Nails that are too long or too pointed will ____________ easily.

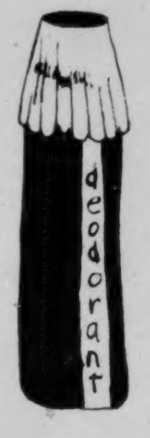
Words used are: break, brush, cut, cuticle, emery board.

BODY CARE

To look and feel well, you need to stay clean.
Good grooming begins with a clean body.
You need to wash with soap and warm water every day!
You can take either a tub bath or a shower.
A shower can be very quick.
A warm tub bath can help to relax you.
You decide whether to have a shower or a bath.
The main thing is to wash your entire body.

Pay special attention to areas that perspire.
To perspire means to sweat.
After a while the sweat (perspiration) will smell.
Areas that perspire need extra scrubbing.
When washing, be sure to use enough soap in these areas.
After you are soaped all over, rinse yourself well.
Then pat yourself dry with a clean towel.

A bath or shower will get you clean.
But you will start to perspire again soon.
You will perspire under your arms the most.
Added protection is needed there.
There are two products you can use for this.
One is called a deodorant.
A deodorant helps stop bad odor.
Another product is an anti-perspirant.
It also can reduce wetness as well as stopping odor.



FACE/SKIN CARE

Think about times you look at someone's face:

When you talk with a friend.
When you look for a person in a crowd.
When you watch a play.

If someone has a skin problem you notice it.

When others see you, they look at your face too.

If you have a skin problem, it will be seen.

You probably care very much how you look.

Is your face smooth and clear?

When you want to look your best, are you happy with your face?

Many teenagers have acne.

Acne is a word for pimples and blemishes.

Sometimes acne is only a small problem

But it can be bad enough to leave scars.

In almost all cases acne can be cleaned up.

Most teens can have smooth clear face.

Follow these rules for a face you can be proud of:

Do: Wash your face with soap and warm water.

Wash it two, three, or four times every day.

Rinse with clear water and pat dry gently.

Use a special soap if you have problem skin.

Do: Keep your skin dry.

Changes in your body cause oil glands to work harder.

Teens with oily skin will most likely get acne.

To avoid oily skin, dry your face often.

Do: Keep your hair clean.

Wash it with shampoo at least twice a week.

Germs and oil from you head will make acne worse.

Don't use dirty washcloths, towels, or pillow cases.

Clean washcloths and towels are a must.

Changing your pillow case often will help to keep hair clean.

Don't pick your skin or squeeze pimples.

Squeezing pimples makes matters worse and can cause scars.

Hands carry germs...keep them away from your face!

Don't eat foods that will make acne worse.

There are certain foods that can cause problems.

Problem foods are sweets like chocolate and greasy foods like potato chips or donuts.

People with acne need a balanced diet without too many sweets and greasy foods.

Do remember the quickest beauty secret of all: a smile.

Don't forget to use your smile often!

Girls: Don't put on too much make-up.

Clean, clear skin doesn't need a cover up.

Don't ever put make-up on an unwashed face.

The old make-up and dirt needs to be removed first.

Boys: Do be careful shaving if you have problem skin.

Do find out about special lotions for your face.

They can smooth your skin and treat cuts and nicks.

Name ______________________________

Body Care

These statements are true or false. Circle the right answer.

True False 1. Creams clean your skin better than soap.

True False 2. It is better to take a shower than a tub bath.

True False 3. You do not have to rinse all the soap off your body.

True False 4. If you take a bath, you don't need to use a deodorant.

True False 5. Perspiration means body sweat.

True False 6. Everybody perspires, especially teens.

True False 7. A deodorant keeps away odor.

True False 8. An anti-perspirant helps to keep you dry, too.

Face/Skin Care

You have read about skin care. There were several rules for you to follow. Write as many things as you can think of in the space below. Use another paper if you need to. Check you answers by looking again at the Face/Skin Care sheets.

Do	Don't

POSTURE

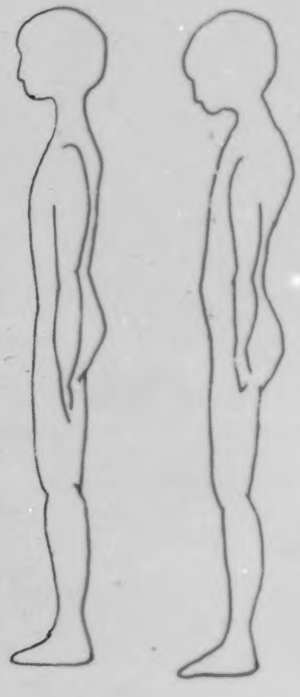
Posture is a picture of the way your body acts.
It is the way that you stand and sit.

How does your body perform?
How do you walk, stand, and sit?
When you walk do you "walk tall"?
Do you stand straight? Sit up straight?
If you do, you'll look better.
You'll feel better too.

Stand in front of a mirror.
See how straight you look.
Stand sideways.
Does you body look straight now?
See for yourself the picture your posture gives.
You may need to practice standing tall and straight.
With practice, good posture becomes a habit.

STAND TALL

NOT SMALL



To The Teacher

Title: Grooming Slides and Ladders Game

Substantive Area: Personal Development/Family Relationships

Performance Objectives: By reading the statements on the cards and playing the game, the student will be able to review concepts related to good grooming.

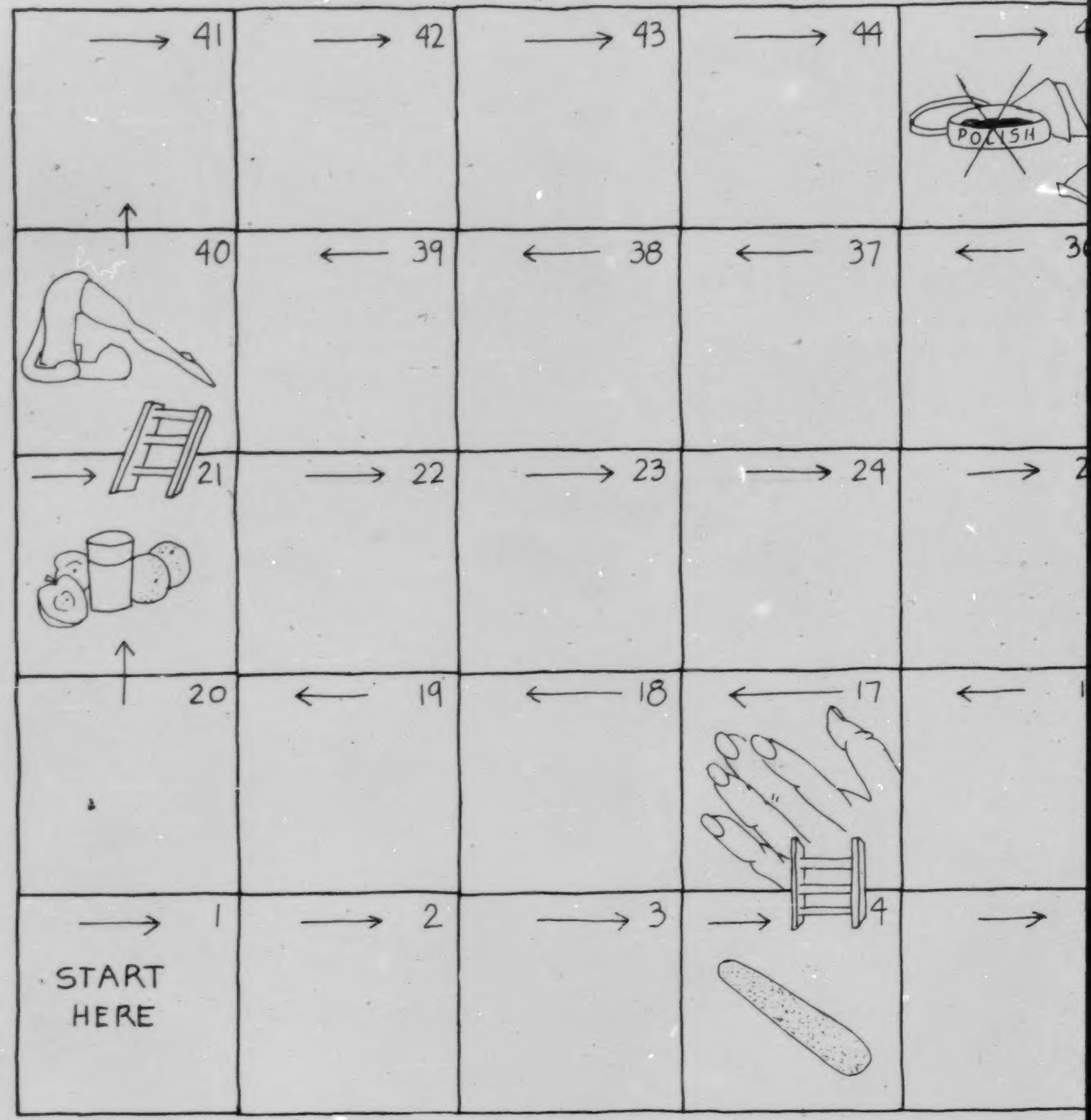
Special Instructions:

Equipment needed:

1. Illustrated game board is drawn on two separate pages which are to be connected and attached to heavier paper for constructing a sturdy board. This size will more easily accomodate several students playing.
2. Cards, containing written statements and instructions. For durability, sheets can be glued onto heavier paper and covered with contact paper before being cut into cards.
3. Markers to be moved along board.

Directions for playing game:

1. Two, three, or four students can play the game.
2. Cards are shuffled and placed near board. Player to begin needs to be determined.
3. Each player in turn draws a card, reads it outloud to other players, then moves his marker as instructed.
4. Play continues back and forth along the game board, proceeding from 1 to 50 as numbered. Pictured squares suggest rewards for good grooming or consequences for poor habits, when players move up or down the ladder or slide as follows:
   - ladders lead up only. A player landing on the square of the bottom of the ladder moves up to the pictural square at the ladder's top.
   - slides lead down only. If a player's marker lands on a picture square at the top of a slide, he must move down to the pictured square at the slide's bottom.
5. The object of the game is to be the first to reach the blue ribbon square. If players exhaust card supply before someone "wins", cards can be shuffled and reused.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POLISH
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START
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3
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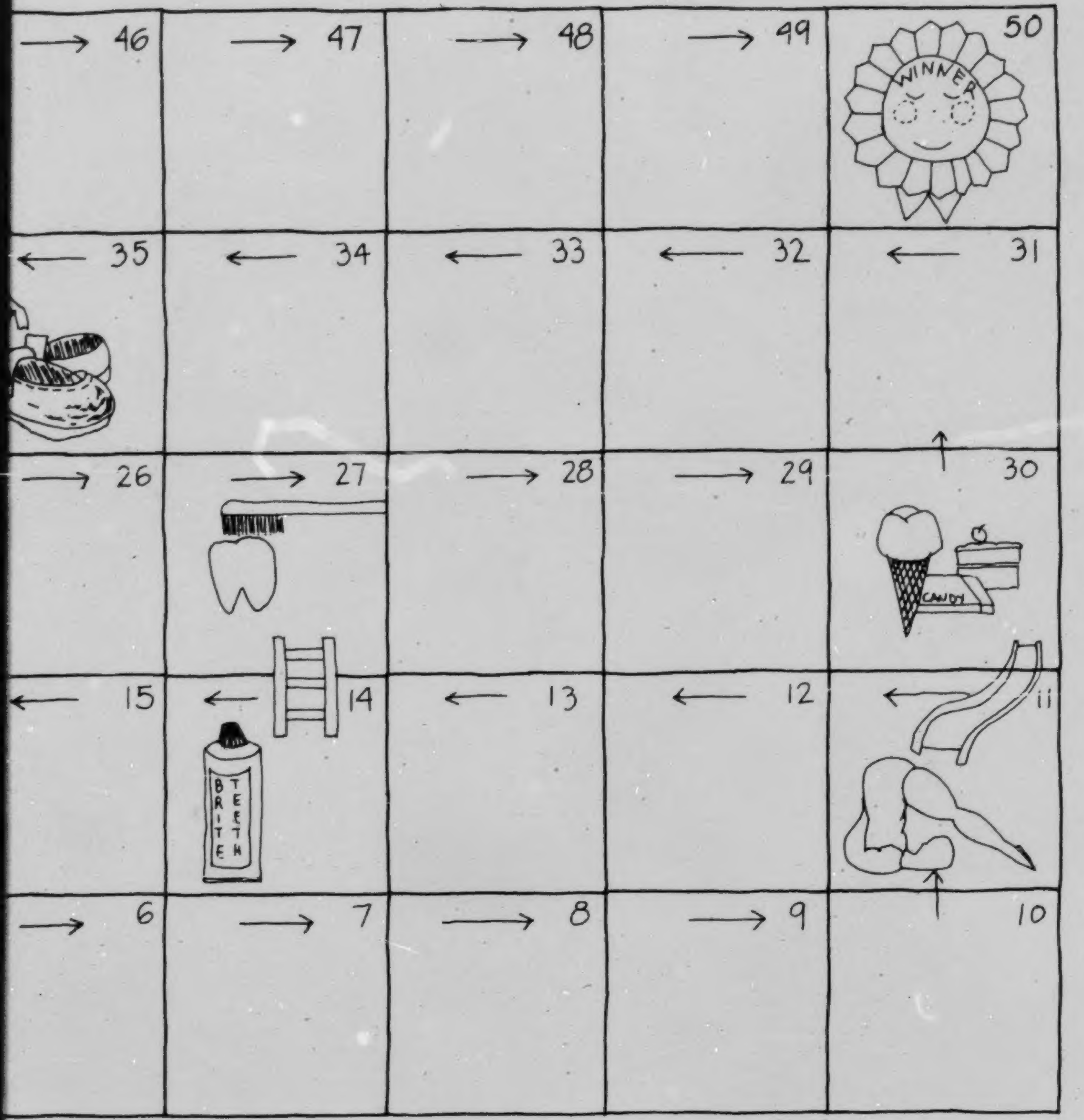
46
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WINNER
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30
CANDY
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12
11
BRITE TEETH
6
7
8
9
10

You brushed your teeth right after eating breakfast.

ahead 2 spaces

You were nervous and bit off all your nails.

back 1 space

You used only water, no soap, to wash your face

back 2 spaces

You used your friend's hairbrush.

42

You cleaned up your room without being asked to do so.

ahead 3 spaces

You washed your hair with shampoo.

ahead 5 spaces

You wore dirty clothes to school.

back 2 spaces

43

You cut your fingernails round instead of pointed.

You

a st

You

cutic

back

Your

went

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rinse

eth right ast.	You cleaned up your room without being asked to do so. ahead 3 spaces	You had your hair cut into a style that looks nice. ahead 5 spaces
d bit	You washed your hair with shampoo. ahead 5 spaces	You pulled on a torn cuticle. back 2 spaces
, no soap,	You wore dirty clothes to school. back 2 spaces	Your acne got worse so you went to the doctor. ahead 3 spaces
d's 42	You cut your fingernails round instead of pointed.	43 You washed your face and rinsed it well. ahead 3 spaces

Your hair wasn't washed all week. back 5 spaces	There is dirt under your fingernails. back 2 spaces	You c your help
You practiced standing straight so your posture would be better. ahead 6 spaces	You squeezed a pimple on your face. back 5 spaces	You u witho
You polished your shoes. ahead 3 spaces	You said "no" when someone asked to borrow your comb. ahead 6 spaces	You h strai
You reminded your younger sister to brush her teeth. ahead 8 spaces	You didn't brush your hair today. back 2 spaces	You w a bar

ished	There is dirt under your fingernails. back 2 spaces	You change the pillowcase on your bed every other day to help clear up your acne. ahead 8 spaces
ding osture s	You squeezed a pimple on your face. back 5 spaces	You used deodorant all week without forgetting. ahead 6 spaces
shoes. s	You said "no" when someone asked to borrow your comb. ahead 6 spaces	You have been sitting up straight. ahead 8 spaces
younger r teeth. s	You didn't brush your hair today. back 2 spaces	You washed your hair with a bar of soap. back 2 spaces

You washed your hair but did not rinse it well. back 1 space	You have shared a smile today (and made two people happy). ahead 5 spaces	You p gentl
You forgot to use deodorant today. back 4 spaces	You left soap on your skin after washing. back 1 space	You c take so yo
You washed out your comb and hairbrush. ahead 8 spaces	You have been eating too much candy and not enough fruits and vegetables. back 3 spaces	Your you d days.
Before a tennis game, you used anti-perspirant to help you stay dry.	You are really trying to quit biting your fingernails.	You a inste

but l.	You have shared a smile today (and made two people happy). ahead 5 spaces	You patted your face dry, gently. ahead 7 spaces
	You left soap on your skin after washing. back 1 space	You couldn't decide whether to take a tub bath or a shower, so you did neither. back 4 spaces
comb	You have been eating too much candy and not enough fruits and vegetables. back 3 spaces	Your face looks oily because you didn't wash it for two days. back 5 spaces
, you 46 to help	You are really trying to quit biting your fingernails. 47	You ate a big apple today instead of a candy bar. ahead 4 spaces

The towel you have been using is dirty. back 3 spaces	You didn't brush your teeth for two days. back 5 spaces	Your i you ha foods. b
You are trying to walk with good posture. ahead 6 spaces	You ate two candy bars today. back 4 spaces	After used c a
Your fingernails are rough. back 1 space	You didn't stand up straight and tall today. back 3 spaces	You f they
You didn't pick up your clothes. back 3 spaces	Your smile is nice because you have clean teeth. ahead 5 spaces	You s your

en	You didn't brush your teeth for two days. back 5 spaces	Your face looks oily because you have been eating the wrong foods. back 3 spaces
k with	You ate two candy bars today. back 4 spaces	After gym, you showered and used deodorant. ahead 7 spaces
rough.	You didn't stand up straight and tall today. back 3 spaces	You fixed your fingernails and they look very nice. ahead 4 spaces
our 48	Your smile is nice because you have clean teeth. ahead 5 spaces 49	You started doing exercises and your posture has improved. ahead 4 spaces

To The Teacher

Concept: Manners

Substantive Area: Personal Development/Family Relationships

Performance Objectives:

The student will:

1. read handout on manners and rules of etiquette.
2. identify appropriate manners used in telephone conversations.
3. distinguish between correct and incorrect behavior.
4. prepare skits illustrating the effect of appropriate behavior in various situations.
5. construct puppets to use in planned skits.

Special Instructions:

Instructional Approach:

1. The handout on manners is to be read by students to consider the value of good manners and currently accepted "rules of etiquette".

2. The question sheet on manners will help individual students to clarify their thinking, and may also provide a basis for class discussion.

3. To portray the etiquette involved in telephone conversation the "Telephone Tactics Puppet Show" can be given, followed by a discussion of the factors involved as listed following the script.

4. Students might also give this puppet show to other classes or to younger students. This would help their self-confidence, verbal expression, and sequencing.

5. Expanding on this concept, a skit could be developed showing one puppet using correct behavior and one using incorrect behavior (such as slamming down receiver, yelling to mom in another room to ask permission, Little Red asking for Wolf and being told, "He's not here" without being given a chance to leave a message, etc.) Students could distinguish correct and incorrect behaviors orally or in writing.

6. The puppets and skit ideas can be continued for other situations calling for the use of good manners. The teacher might choose to portray some of these, or have students develop, plan, prepare, and give skits. If skits are planned to show correct and incorrect behavior, care needs to be taken not to reinforce incorrect responses.

Some circumstances that might be covered include:

- First impressions...introductions
- Conversations (gossiping, criticizing, interrupting, talking too much, vs. active listening)
- Mealtime manners and conversations
- Eating in a restaurant
- Manners within a home among family members
- Cultivationg friendships...dating relationships
- Correspondance...extending invitations
- Entertaining weekend guests...being a house guest
- Shopping etiquette
- Interviewing for a job
- Being a courteous driver

7. Different characters could be constructed by students to be used in skits. Students making their own finger puppets out of toilet rolls could use different fabrics, stitches, trim, etc...to create characters portraying various ages and life styles.

Supportive Media:

Functional, yet attractive finger puppets can be created by decorating an empty cardboard toilet paper roll with bits of fabric, trim, yarn, pins, etc. The above sketches of puppets developed for the "telephone tactics" show provides visual clues for implementation of this idea.

Instruction for Evaluation:

Study Sheet: All would be YES except numbers 4,5 and possible 6 depending on the individual. Explanations would vary.

Telephone Tactics Puppet Show

Characters: Little Red Riding Hood (R.R.H.)

Wolf (W.)

Grandmother (G.)

Hold up G.: This is Grandmother.

Hold up R.R.H.: Little Red Riding Hood is visiting her.

Hold up W.: This is Wolf.

R.R.H.: Grandmother I have just made a new friend. He's kind of shy and furry. I would like to have him visit us.

G.: "I'm glad you have a new friend. Would he like to go on a picnic tomorrow? Call and invite him."

R.R.H.: "What a good idea! Thank you, Grandmother."

W.: (Ring-a-ling) "Hello, this is Wolf speaking."

R.R.H.: "Hello Wolf, this is Little Red. Grandma said you could visit tomorrow. We will go on a picnic. Would you like to come?"

W.: "I'd like to, but I need to ask Mom. Just a minute please . . . Little Red . . . She said OK."

R.R.H.: "Oh good! Could you come over here by 1:00?"

W.: "Yes, I will be on time. Thanks for inviting me."

R.R.H.: "You're welcome. I just can't wait. Goodbye."

W." "Goodbye."

Some things to think about:

. . . . Value of magic words (thank you, please, you're welcome).

. . . . Telling who is calling rather than making someone guess.

. . . . Using a pleasant voice.

. . . . taking messages.

. . . . Giving messages to other family members.

Manners

There is one important word to know when thinking about manners. That word is consideration. If you consider what is best for other people, you have good manners. Manners are not selfish ways of doing things. Good manners help you to be a good friend. There is always time for being a friend.

Have you ever felt funny because you didn't know the right way to act? Everybody feels like that at times. When you are not sure what to do, then it helps to know the *rules of etiquette*. These rules will help yo know how to act. Here are some reasons for learning rules of etiquette

Rules help people know what to do.

What would a baseball game be like without rules? No one would have to wait for a turn to bat. Players could run wherever and whenever they wanted. Everyone would become pretty confused about what to do. Pretty soon the game would end.

Rules help people get along.

If your manners are good, others will notice. They will like the way you are acting. If they do not know you very well, they may decide they want to know you better.

Rules make things easier.

Have you ever entered a room full of people? Did you feel nervous? This is when well-learned rules of etiquette can take over. You use rules to tide you over. After a while you feel more comfortable.

Rules help control things.

There are different rules of etiquette for groups who are expected to act in certain ways. Different rules are used by doctors, teachers, and secretaries. The same person will even practice different rules at different times. Do you act the same when you are at a party as when you are in the library? Think about other times when you act different ways. A person needs to know the right rules to use for the group he is with.

Manners Name ______________________________

These ten sentences are about manners. Read each sentence. Decide whether you agree or not, then circle yes or no. Be ready to give a reason for each answer you choose.

1. We can sometimes learn the correct way to do things by watching others. (Yes) (No)

2. It is easier to learn good manners when you are young than when you are a teenager. (Yes) (No)

3. Good manners at home are as important as good manners in other places. (Yes) (No)

4. If you are rude, you can expect others to treat you nicely. (Yes) (No)

5. It is all right for a 17 year old to be rude to a 9 year old. (Yes) (No)

6. It would upset you to have a teacher correct you in front of your friends. (Yes) (No)

7. Parties are more fun when everyone remembers to use his manners. (Yes) (No)

8. A well-mannered person is more popular than a noisy selfish person. (Yes) (No)

9. Parents should teach their children how to behave and use good manners. (Yes) (No)

10. It helps to know the correct ways to act in different places. (Yes) (No)

To The Teacher

Title: "What is a Family"

Substantive Area: Family Relationships

Special Instructions:

A. The illustrations for A Family is . . . could be used as a master for a transparency, or as a pattern for the construction of posters. In discussing desirable family relationships, the following definitions could be written and displayed on or near the posters:

1. Loyalty is not finding fault with one another in front of the children.
2. Learning is trying to see the other person's point of view.
3. Liberty is both of you making a list of "I promise not to's".
4. Love is a feeling you have when you feel like you've never felt before.
5. Laughter is singing one another's praises.

B. Hidden clues word games can be used in a variety of ways. The teacher, as well as some students, can write hidden clues word games very easily. Select words related to an important concept, each word containing at least one of the letters in a mystery word. After the students have unscrambled the words to discover the mystery word, the relationship of each of the words to the mystery answer should be discussed.

The Family Living Word Game is an example of this technique. Because of the complexity of the words to be unscrambled, a list of these words is also provided. Using shorter words that the student would be more familiar with would not need to be identified in this way. To reinforce the understanding of each word as it relates to the family, the student is instructed to discover meanings while choosing one family activity to write sentences about. The teacher may want to specify the number of sentences to be written.

C. Completing open-ended statements can help students become more aware of their beliefs, interests, likes and dislikes. Students should be encouraged to complete the statements in any way they choose, being asked to read their responses on a strictly voluntary basis only.

Some incomplete sentences related to the family are:

1. Some ideas people my age have about love are _______.
2. People get married because ________.
3. I would like to visit a family that _______.
4. Families today are different than when my grandparents were young because _______.
5. Each member of a family _______.
6. Some things I don't like about family quarrels are _______.
7. Its a great feeling when my family _______.
8. I want my children to _______.

D. Other related experiences might include:

1. Have students collect cartoons depicting families showing cooperation in various ways.
2. Bulletin board designed to portray family togetherness during play, pursuing hobbies, picnicing or other special occasions.

FAMILY LIVING WORD GAME

There are many important things for a family to have. Seven of these, starting with the letter C, are: Commitment, Communication, Companionship, Concern, Confidence, Consideration, Cooperation. The letters for these seven C words are mixed up below. Change the letters around to form each word, write it in the blanks.

C T O O R P I E N A O ○ _ _ _ _ _ _ _ _ _ _

T I O O N A N S I D C E R _ _ _ _ _ _ _ _ _ _ _ ○ _

M M O O N N C C I I U T A _ _ _ ○ _ _ _ _ _ _ _ _ _

E C N E D I F N O C _ _ _ ○ _ _ _ _ _ _

C I I P P N N O O A H S M _ _ _ _ _ _ _ ○ _ _ _ _ _

R O N C C E N _ _ _ _ _ ○ _

T M M E N C I O T M _ _ _ _ _ _ _ _ _ ○

The letters that are circled form another word. Write this word on the blanks: _ _ _ _ _ _ _

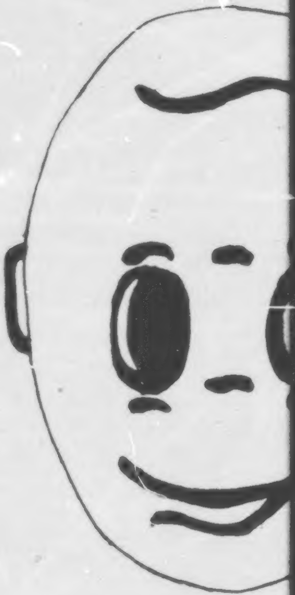
Families show concern for each other when the 7 C's are a part of their lives. Each of these words can be used as families work and play together. Think about a family doing these activities:

1. Doing family chores
2. Planning for a trip

Choose one activity to write about. Using the dictionary, write sentences with the 7 C's to tell something about a family doing that activity.

SMILE TODAY

What is a smile? It is an upward curve on a face, like this picture shows.



Turn the picture upside down to see a frown. It takes 73 muscles to frown and only 14 to smile. So, you should smile and give your face a rest.

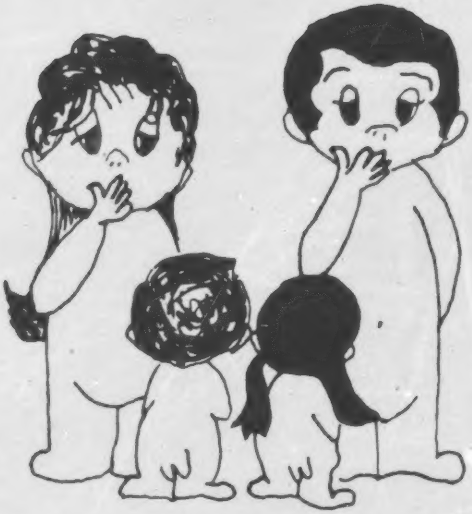
What happens when you smile at someone? Chances are he will smile back at you.

"The world is like a mirror
Showing what you do.
And if your face is smiling
It smiles right back at you."

Smile at 10 people each day and you"ll be happier.

A cheerful heart and smiling face
Can pour sunshine in the darkest place.

SMILE TODAY.



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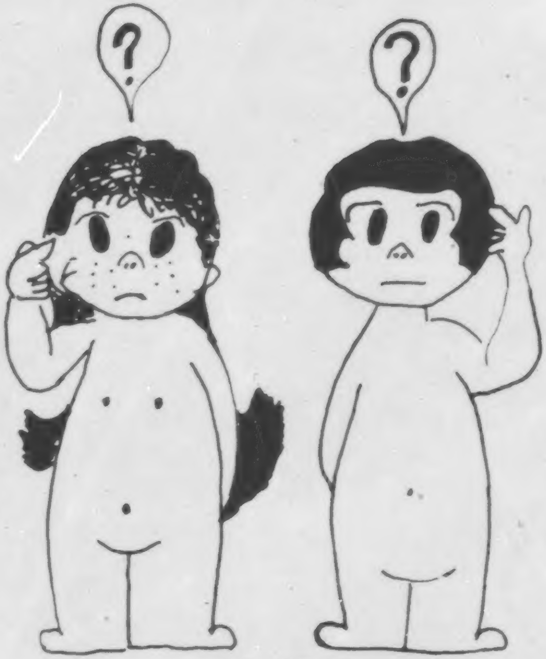

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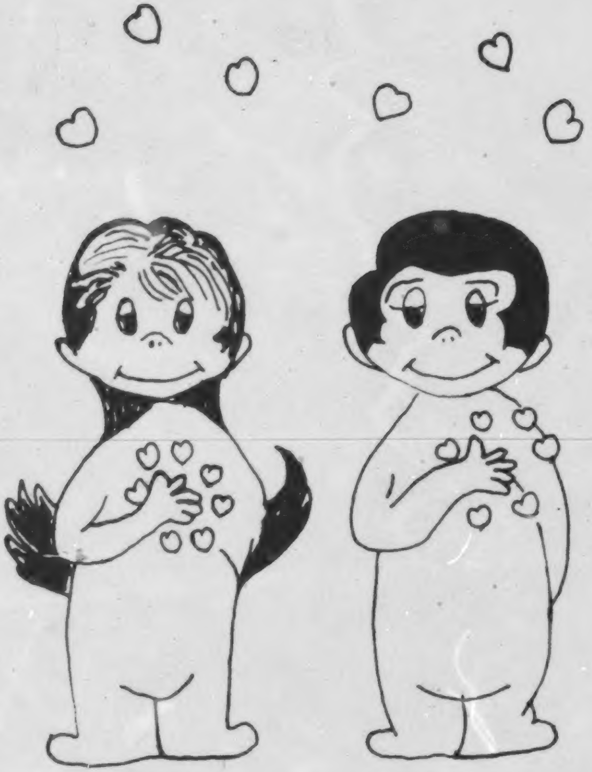

LOVE

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LAUGHTER

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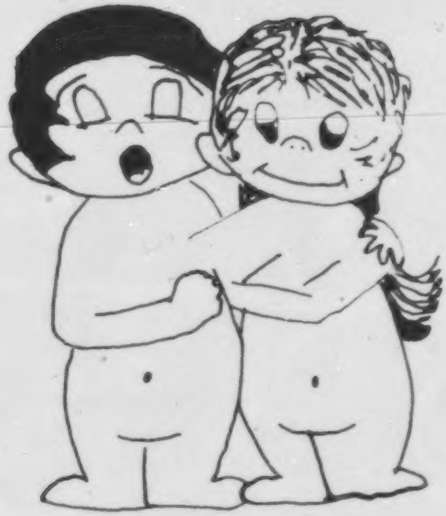
LAUGHTER



IS

CLOTHING AND TEXTILES

To The Teacher

Title: Laundry and Clothing Care

Substantive Area: Family Clothing and Textiles

Performance Objectives:

The student will:

1. solve word puzzles related to clothing care and terminology.
2. select appropriate groupings to use when sorting clothes.
3. describe various procedures used in preparing clothes for laundering.
4. state names of illustrated products and procedures.
5. match laundry products with descriptions.
6. differentiate between correct and incorrect procedures for laundering.

Special Instructions:

Instructional Approach:

This collection of word puzzle and exercises is intended to supplement classroom learning experiences. Prior background information related to laundry and clothing care would be needed, for which filmstrips and reading materials are available. A laboratory exercise on stain removal would be valuable, with demonstrations given either by you or students working in groups.

The laundry skit has been written so that advanced students could plan for and act out the skit in class. To have all students participate in identifying the rules (or principles) involved, you may need to lead a classroom discussion during the time that different approaches to doing laundry are being portrayed.

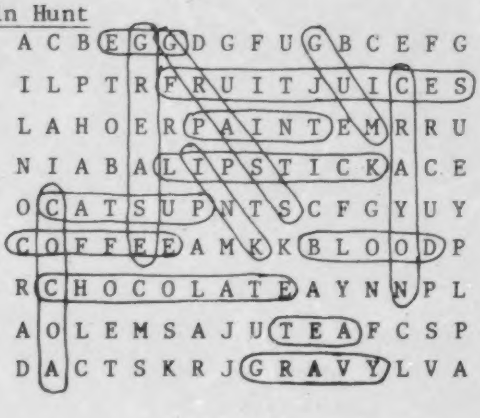
Picture Puzzle

1. water
2. hanger
3. sorting
4. bleach
5. agitation
6. iron
7. label
8. basket
9. pretreat
10. washer

Sorting Laundry

1. A
2. C
3. D
4. A
5. B
6. E
7. B
8. A
9. D
10. E
11. C
12. B
13. E
14. D
15. C

Stain Hunt



A C B E G G D G F U G B C E F G
I L P T R F R U I T J U I C E S
L A H O E R P A I N T E M R R U
N I A B A L I P S T I C K A C E
O C A T S U P N T S C F G Y U Y
C O F F E E A M K K B L O O D P
R C H O C O L A T E A Y N N P L
A O L E M S A J U T E A F C S P
D A C T S K R J G R A V Y L V A

What Am I For?

1. A
2. C
3. E
4. D
5. F
6. B
7. F
8. B

Laundry Words

1. wash
2. damp
3. sink
4. soil
5. press
6. line
7. germs
8. soak
9. sort
10. dry
11. stain
12. clean

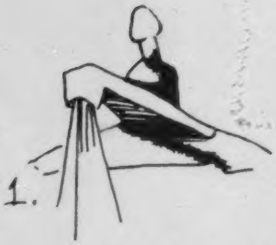
Round-About Puzzle

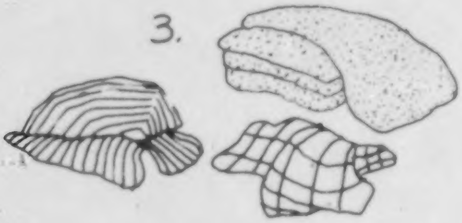
1. stains
2. soap
3. pockets
4. sorting
5. garment
6. tablets
7. stops
8. softeners

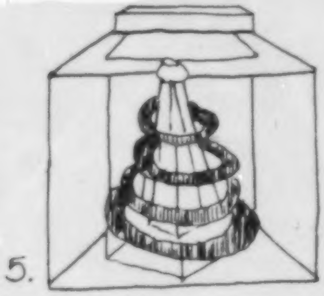
PICTURE PUZZLE

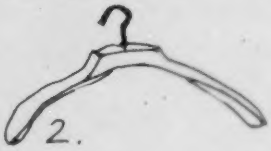
Name ____________________

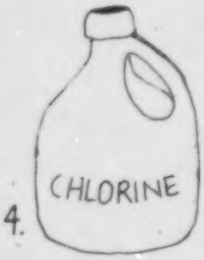
Look at the drawings below. Decide what each shows. Find the number in the puzzle; then write the word either across or down.

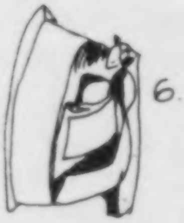


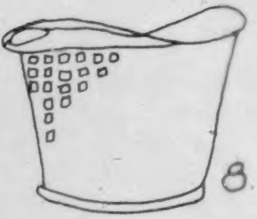


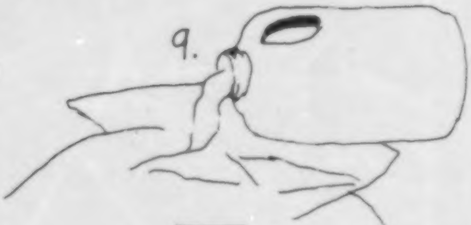


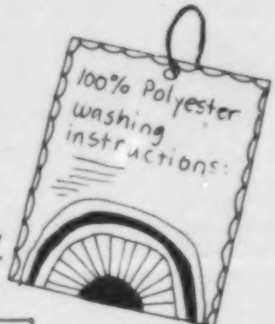


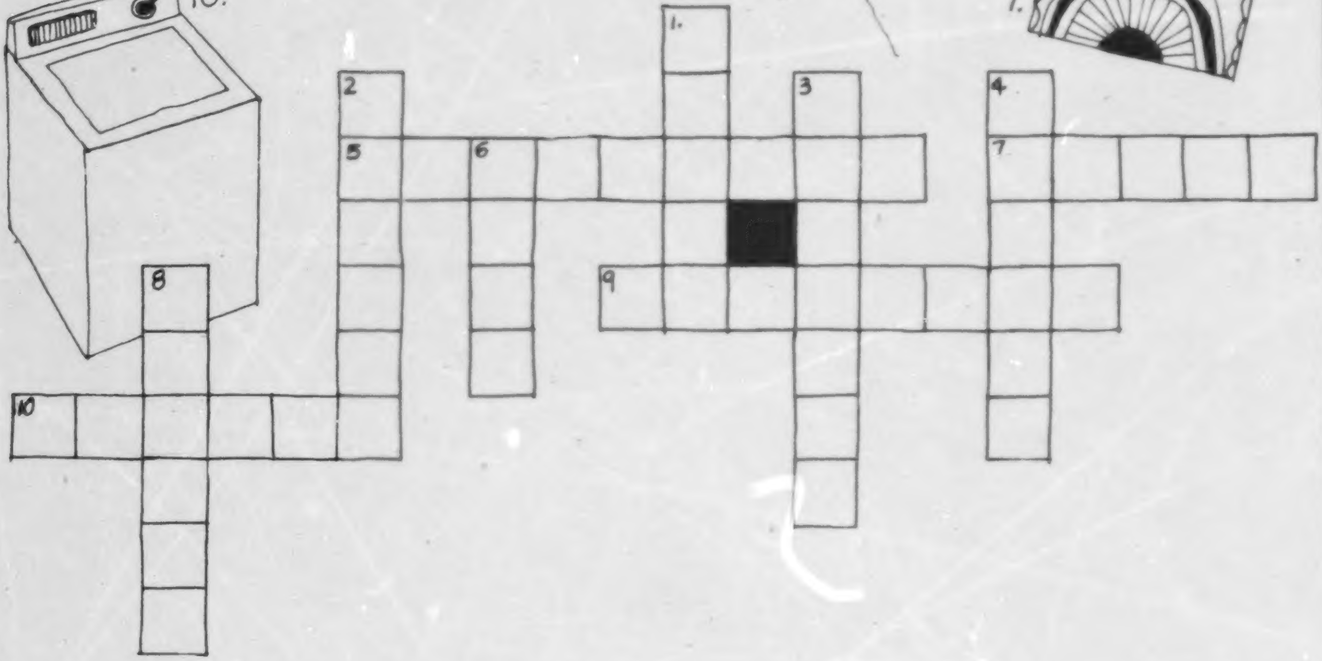












These words are used in the puzzle: agitation, basket, bleach, hanger, iron, label, pretreat, sorting, washer, and water.

Name ______________________

SORTING LAUNDRY

The clothing items on the left below need to be sorted into washer loads. There are five types of loads listed on the right. For each clothing item, select the correct type of load it would be included with. Write the letter in the blank. Each type of load is used for three different items.

_____ 1. white sheets
_____ 2. throw rugs
_____ 3. nylon underwear
_____ 4. athletic socks
_____ 5. child's blue shirt
_____ 6. wool sweater
_____ 7. light purple towels
_____ 8. cotton underwear (white)
_____ 9. sheer curtains
_____ 10. hand-painted shirt
_____ 11. dirty work clothes
_____ 12. cotton pajamas (green)
_____ 13. blankets
_____ 14. lace tablecloth
_____ 15. bathroom tank and lid cover

A. sturdy white
B. colorfast
C. heavily soiled
D. delicate
E. special care
(handwash or dry clean)

Quest: Have you finished sorting these laundry items? To do another activity choose one of the following:

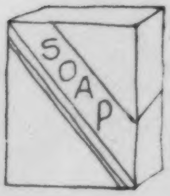
1. Pretend that you are asked to explain sorting to a younger brother. What would you tell him about the reasons for sorting clothes, and the way it should be done?

2. Choose one of the five groups listed at the right above (A, B, C, D, or E). Give instructions for the correct way to do a load of those.

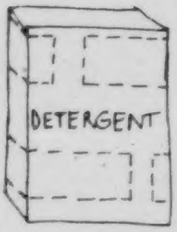
Name ______________________

WHAT AM I FOR?

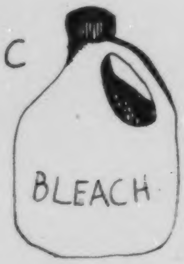
Read each sentence. Choose the correct product. Write the letter of the pictured product in the blank.



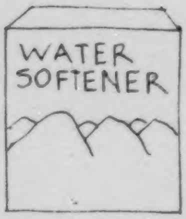
A.



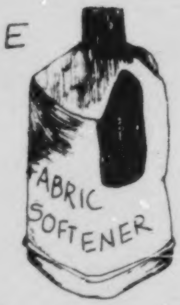
B



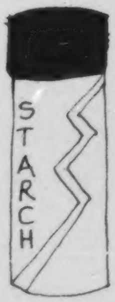
C



D



E



F

___1. I work best in soft water.

___2. I remove stains and help keep white clothes white.

___3. I reduce static.

___4. Calgon is a brand name for me.

___5. I stiffen clothes.

___6. I work best in hard water.

___7. I come in oxygen or chlorine form.

___8. I can be low or high sudsing.

STAIN HUNT

Each of the stains in this list is hidden in the maze below. Words can be found in any one of these three ways: across (⟶), down (↓ at an angle (↘). Circle each word as you find it.

Blood
Catsup
Chocolate
Cocoa
Coffee
Crayon
Egg
Fruit juices
Grass
Gravy
Grease
Gum
Ink
Lipstick
Paint
Tea

A	C	B	E	G	G	D	G	F	U	G	B	C	E	F	G
I	L	P	T	R	F	R	U	I	T	J	U	I	C	E	S
L	A	H	O	E	R	P	A	I	N	T	E	M	R	R	U
N	I	A	B	A	L	I	P	S	T	I	C	K	A	C	E
O	C	A	T	S	U	P	N	T	S	C	F	G	Y	U	Y
C	O	F	F	E	E	A	M	K	K	B	L	O	O	D	P
R	C	H	O	C	O	L	A	T	E	A	Y	N	N	P	L
A	O	L	E	M	S	A	J	U	T	E	A	F	C	S	P
D	A	C	T	S	K	R	J	G	R	A	V	Y	L	V	A

Name ______________________

I. Laundry Terms: Laundry is done so that clothes get CLEAN. Look at the items on the left under the word "Groups". There are blank squares for you to write in words that tell something about each "group". The word you write should have the letter from the top of the column in it. Look at the words under the letter "c" for example. (You might not be able to fill every blank.)

Groups:	C	L	E	A	N
Clothes to be washed	stockings				
Tools and Equipment	clotnes-line				
Cleaning Products	bleach				
Sorting Groups	delicate				
Other Laundry Words	care				

II. Change a letter and make a Laundry Word.

Example: **soup** **(so■p)** soap

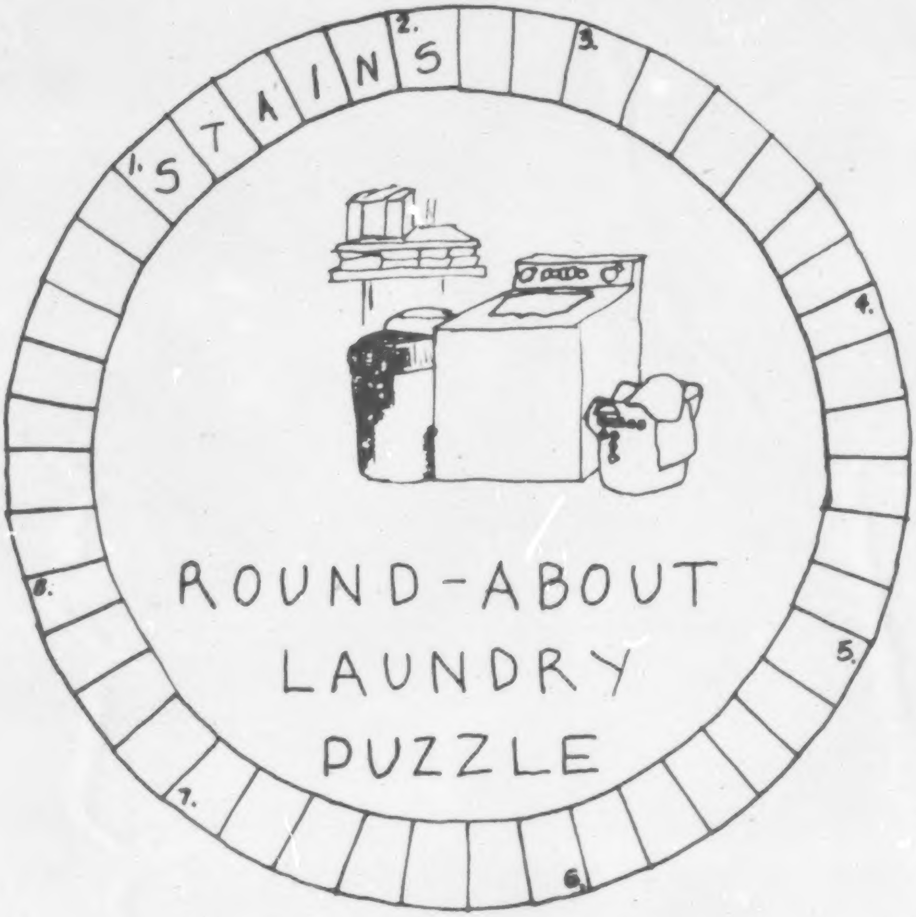
1. wish ______________________
2. lamp ______________________
3. pink ______________________
4. foil ______________________
5. dress ______________________
6. fine ______________________
7. terms ______________________
8. soap ______________________
9. sore ______________________
10. try ______________________
11. stair ______________________
12. clear ______________________

ROUND-ABOUT LAUNDRY PUZZLE

Name ______________________________

Each of the sentences below has a missing word. This word belongs in the round puzzle. The first letter of each word is the same letter as the last letter of the word before it. Look at the first word, (1) which is written in the puzzle for you. The word stains ends with an s. That means that the word for (2) blank will begin with an s.

1. Before being washed, clothes need to have (1) removed.
2. When washing clothes in soft water, use (2) .
3. While sorting clothes, remember to empty (3).
4. Close zippers and button up garments when you are (4) clothes.
5. Read labels on (5) for care instructions.
6. Soaps and detergents can be bought as: liquid, powder, or (6) .
7. Take out permanent press clothes as soon as the dryer (7) .
8. Towels become nice and fluffy when fabric (8) are added to the last rinse.



These words are used in the puzzle: garment, pockets, soap, softeners, sorting, stains, stops, and tablets.

An Everyday "Soap Opera"

Instructions: This laundry skit shows correct ways for laundering clothing. This outline should be enough to use as a guide in presenting this skit. Read through it carefully and get ready to give it in class. Be sure that your audience understands the rules. You may either explain the rules, or ask the audience to tell about these after you show them the methods.

Materials Needed: Water testing kit; measuring cup; high and low sudsing detergent; signs to wear; enzyme pre-soak; clothes (variety of colors and fabrics)

Procedure:

Idea: Water softness

Method: Mrs. Wrong- feels water and says it doesn't feel hard or soft, only wet.
Mrs. Right- shows how to test water with kit.

Rules:
1. Minerals in hard water combine with soap and form gray, curd-like particles called "lime soap"; this dulls colors and whites - makes them gray.
2. Water may be softened with a mechanical-type water softener or packaged water softener.

Idea: Amount of detergent

Method: Mrs. Wrong- grabs detergent, ready to put in any amount.
Mrs. Right- reads and follows manufacturer's recommendations. Emphasizes importance of measuring.

Rules:
1. Front loading washer uses low sudsing detergent only.
2. As water hardness increases, amount of detergent needs to be increased.
3. Heavily soiled clothes need more detergent.
4. Size of load determines amount of detergent needed.

Idea: Sorting Clothes

Method: Mrs. Wrong- starts to place a combination of colored, white, delicate, heavy-duty, etc. clothes together in the washer.
Mrs. Right- checks labels for special instructions, sorts clothes by color, fabric, surface texture and degree of soil.

Rules:
1. Color - separate whites from colors.
2. Fabric - separate delicate items from more durable ones.
3. Surface texture - sort clothes that shed lint (such as terry cloth) from those that don't. Some man made napped fabrics are lint catchers.

Idea: Preparing Clothes

Method: Mrs. Wrong- realizes there are rips and stains but wants to put them in the washer anyway.

Mrs. Right- inspects each item. . . .treats as necessary.

Rules:
1. Empty pockets and cuffs
2. Close zippers and hook fasteners
3. Remove pins and ornaments
4. Mend rips and tears
5. Pre-treat spots and stains

Idea: Loading Washer

Method: Mrs. Wrong- overloads

Mrs. Right- carefully selects an appropriate load by size and weight of items.

Rules:
1. Front-loading: no more than two double bed sheets plus smaller items to loosely fill tub to top of door opening.
2. Top-loading: no more than three large articles such as sheets plus smaller items to loosely fill to top of tub.

Idea: Correct washing proceducre

Method: Mrs. Wrong- ready to select or leave on any wash, rinse, and agitation selection.

Mrs. Right- selects correct water temperature and agitation.

Rules:
1. Wash Water:
   Hot- white or heavily soiled clothes
   Cold- washable woolens, sometimes bright colors.
   (Washability becomes poorer as water temperatures get cooler.)
2. Rinse water:
   Warm- for most household items.
   Cold- permanent press, to minimize wrinkling.
3. Agitation and Spin speeds:
   Regular or normal - used for most items including permanent press.
   Gentle or slow - washable woolens and delicate items considered hand washable.

Idea: Dryer usage

Method: Mrs. Wrong- throws all of the clothes together. Doesn't clean lint filter, uses any cycle.

Mrs. Right- dries clothes correctly considering the following:

Rules:
1. sorts to separate lint catchers from lint givers.
2. cleans filter.
3. selects correct cycle.
4. takes permanent press clothing out immediately to avoid having wrinkles set in.

To The Teacher

Title: Tools to Help You Sew

Substantive Area: Family Clothing and Textiles

Supportive Concepts: Selection and use of equipment for cutting, measuring, pinning, hand sewing, and marking fabric.

Performance Objectives:

The student will:

- -identify purpose and function of equipment.
- -complete study sheets covering selection and use of equipment.
- -practice handling and using equipment.
- -use equipment to construct a placemat.
- -complete various word games to reinforce learnings.

Special Instructions

Instructional Approach

This Self Directed Learning Packet has been developed for use by students who possess limited skills in clothing construction techniques. To provide for this means of individualized instruction, the teacher needs to have assembled all media and serve as a resource person to the student as he proceeds through the packet. Although the student works independently, he is instructed to check with his teacher periodically, with progress checked and recorded on a chart. Individual help will be necessary for use of iron and hand hemming (use of iron-on tape could be substituted if manual dexterity of student is not sufficiently developed for hand hemming.)

The packet itself is only 6 pages (including cover) so that the student does not become discouraged by receiving too much material at once. Study sheets and needed materials should be provided for only one lesson at a time. The use of learning centers in which materials needed for each lesson are located has been found to be an effective way of arranging for use of this packet.

Related word games and puzzles are included to help reinforce concepts covered. The crossword puzzle could be used as a pre-post test.

The student will feel a greater sense of accomplishment if he is encouraged as he proceeds and feels free to ask questions. On completion of the packet, reinforcement could be provided by arranging for use of the placemat--as for display, decoration, or use at a planned luncheon.

Supportive Media

A. Equipment Needed

- -scissors, shears, finishing shears
- -smooth and serrated tracing wheels
- -white and colored tracing paper
- -individual tape measure
- -fabric samples, (approx. 5"x9") for tracing exercise
- -six inch ruler, hem gauge
- -needles and pins
- -thread
- -fabric for placemat, preferable woven

B. Commercially produced items free in limited quantity:
The Wiss Story of Shears and Scissors - pamphlet
Wiss, A Wardrobe of Quality Shears and Scissors - chart
J. Wiss & Sons Co., Education Department, 400 West
Market Street, Newark, New Jersey 07107

Talon Makes It. Talon Educational Service, 41 East 55th
Street, New York, New York 10022

C. File Folders labeled as follows:
Shears - chart and pamphlet from Wiss, fabric samples with cutting guides to be followed for practice.
Pins - sample of fabric with one inch hem, pinned correctly.
Needles - sample of fabric with hem stitches, fabric samples to be used for practicing hem stitches.
Tracing Design - fairly large, simple designs that can be easily traced (such as cup, mushroom, flower, etc.).

Instruction for Evaluation

Study Sheets: The following answers to questions on study sheets are based on information given, although the student may select original answers that could be correct.

Lesson 1 --	A) shears scissors shears	B) 1. tip 2. blade 3. screw 4. round handle 5. long handle	C) shears scissors shears scissors	
	D) 1. finish seams 2. fancy edges			
Lesson 2 --	B) 1. measure hems 2. measure seams 3. pleats 4. buttonholes 5. tucks	C) B, A		
Lesson 3 --	A) 1. head 2. point	B) fine, sharp silk, dressmaker	C) B	
Lesson 4 --	A) C, B, A			
Lesson 5 --	A) 1. point 2. eye	B) long round rounded	C) A, C, B	
Lesson 6 --	A) A, B	C) C, A, D, B		

Word Puzzles

Picture Puzzles

1. finishing
2. pins
3. fabric
4. ironing
5. pin-cushion
6. hem-gauge
7. scissors
8. iron
9. tape measure
10. shears
11. thimble
12. tracing wheel
13. needle
14. thread

Word Scramble

1. shears
2. hem gauge
3. iron
4. scissors
5. thimble
6. pins
7. tape measure
8. needles
9. tracing wheel
10. pin cushion

Crossword Puzzle

ACROSS

1.	thimbles	19.	hand
8.	cut	20.	blade
9.	duty	24.	eye
10.	shears	25.	tracing
11.	sew	26.	after
13.	low	29.	side
14.	thread	30.	handles
16.	wheel	31.	lighter
18.	point		

DOWN

2.	hole	14.	tape
3.	mess	15.	right
4.	sharp	17.	long
5.	buy	18.	pin
6.	screw	19.	head
7.	needle	21.	label
9.	dull	22.	paper
12.	white	23.	tip
		27.	feet
		28.	end

Hidden Word Puzzle

```
H I H N P R S T E R I U S T
I S E W I N G M A C H I N E
T I M E N N O M E A L R T S
R R G U C P P I N S T O R I
A O A T U R C A N G U N M E
C N U A S R U E T E A I P O
I N G S H E A R S P E N S T
N N E T I I R E N I N G I L
G O T A O R U L E R O B W N
P A P P N T H R A D S O T S
A W F E H I M T H R E A D I
P A H M T H I M B L E R O G
E I N E E D L E S E L D S P
R A B A B D G C M O N N O T
K L S S C I S S O R S M R O
S C A U N E A D L E U W E U
H A T R A C I N G W H E E L
S H E E R S R O O L E R D E
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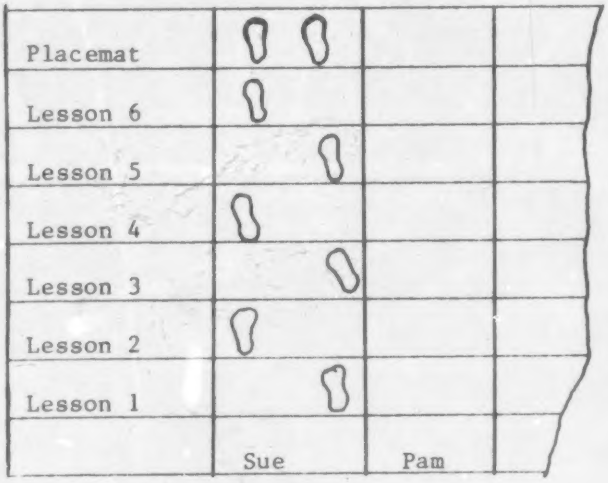
Tool Tracks

As the student completes each lesson, progress can be checked and recorded on a chart, such as the one illustrated below. Each finished lesson leading to the completed placemat is recorded by footprints.



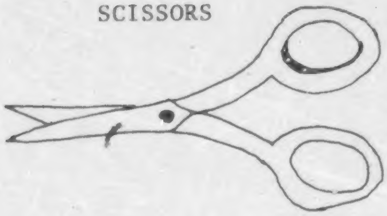
SCISSORS AND SHEARS Name ______________________

Lesson I - Study Sheet

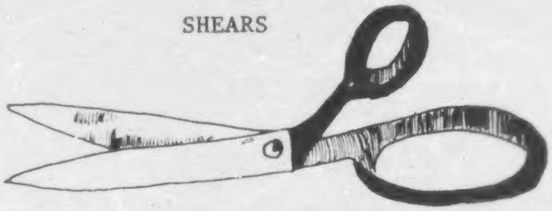
The use of cutting tools dates back to the Third Century B.C.. That's a long time ago! History writers feel they were first used by shepherds for clipping sheep. We've come a long way since then. Let's look at the scissors and shears we have today.

A. There is a difference between "scissors" and "shears".

SCISSORS



SHEARS

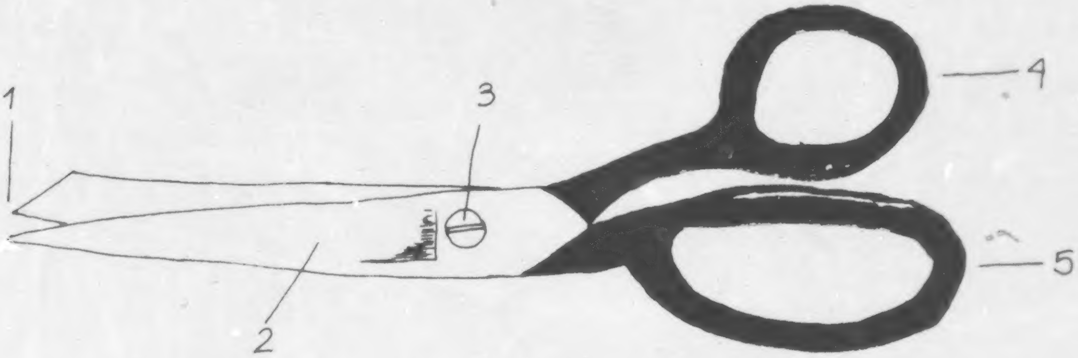


Which one is longer? ____________________

Which one has two round handles? ____________________

Which one has one round and one long handle? ____________________

B. Look at this picture. Match the words below with the numbered parts of the shears. Write the name in the blank.



1. ____________________________

2. ____________________________

3. ____________________________

4. ____________________________

5. ____________________________

blade

long handle

round handle

tip

screw

C. Scissors and shears have different uses:

Scissors: are used for lighter cutting jobs, clipping threads trimming edges and clipping corners.

Shears: are used for bigger cutting jobs like cutting material, especially heavy material.

For a big cutting job, you would use ____________________.

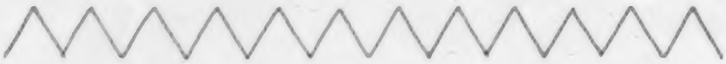
For lighter cutting jobs, you would use _________________.

To cut heavy material, you would use ____________________.

For clipping threads, you would use _____________________.

D. Pinking shears are a special type of shears called finishing shears. They can be used for finishing seams because the edge they make helps to keep seams from raveling. Pinking shears can also be used to make fancy edges.

Pinking shears make edges like this:



Name two uses for pinking shears:

1. ________________________ 2. ________________________________

E. Tips to Remember:

1. Never cut paper or cardboard with shears.
2. The tips of shears and scissor blades are sharp.
3. The tips of shears and scissors can break off if they are not handled with care.
4. Hand shears or scissors to another person HANDLE FIRST .
5. Wipe blades before and after cutting to remove lint.

MEASUREMENTS Name______________________________

Lesson 2 - Study Sheet

Measuring is an important part of sewing. Tape measures and hem gauges are very useful in helping you learn to sew.

A. Tape Measures

There are three kinds of tape measures - paper, cloth, and plastic. A tape measure is used to measure long distances and to take body measurements. Because it bends, it goes around the body easily. Use a tape measure to answer these questions:

Is it made of paper?__________cloth?__________plastic?__________

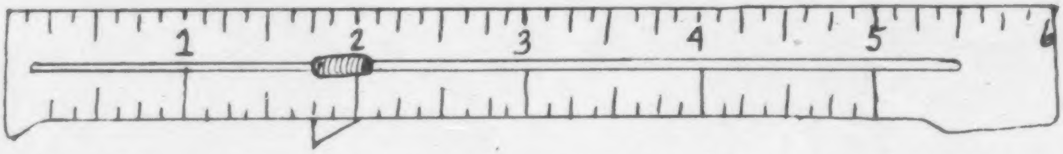
Are the numbers easy to read? . . . . YES___ NO___

Are both sides numbered? . . . . YES___ NO___

Are there metal tips at the ends? . . . . YES___ NO___

B. Hem Gauge

Small rulers or hem gauges are used to measure small distances. They are used to measure hems, and seam allownaces as well as buttonholes, pleats, and tucks. Hem gauges have sliding points. They look like this:



What are five things that can be measured with a small ruler or hem gauge?

1. ____________________ 4. ____________________

2. ____________________ 5. ____________________

3. ____________________

C. Match the measuring tool with its use. Write the correct letter in the blank.

_____Tape Measure A. used to measure small distances.

_____Hem Gauge B. used to measure longer distances.

PINS Name ______________________________

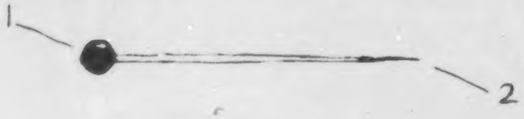
LESSON 3 - Study Sheet

Pins are used very often in sewing to hold pieces of material together and to hold pattern pieces to material.

A. The top of a pin is called the head. Some pins have colored heads. Pins with colored heads are easy to find and pick up. The sharp end of the pin is the point.

Label this picture:

1. _________________________
2. _________________________



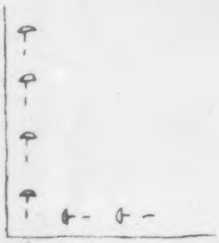
B. Pins that are fine and sharp are easy to use. Thick and dull pins can make holes or leave marks in material. Two main kinds of pins are silk pins and dressmaker pins.

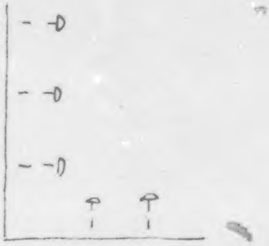
Pins need to be __________ and __________, not dull and thick.

Two kinds of pins are __________ and __________________ pins.

C. When using pins, push the pin through both layers of material. Have the pin point toward the edge of the material.

✓ Check the picture below which is pinned correctly.


A


B

THREAD

Name________________________

Lesson 4 - Study Sheet

Thread is used to hold parts of a garment together.

Different kinds are used for different sewing needs.

A. Cotton is the most common kind of natural thread. It is used for cotton material, and for linen and rayon. Cotton thread is mercerized, which means it is made stronger.

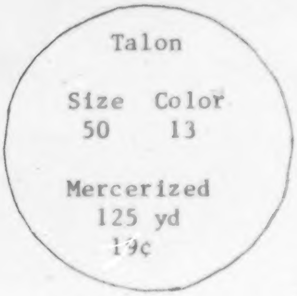
Cotton thread comes in different sizes.
Heavy thread, sizes 0-40, is used for heavy material.
Medium-all purpose- thread, sizes 40-60, is used for most sewing.
Fine thread, sizes 60-100, is used for light weight material.

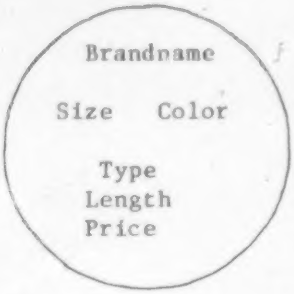
Match the sizes with the thread: Write the letter in the blank.

_____fine thread A. Sizes with low numbers.
_____all-purpose thread B. Sizes with medium numbers.
_____heavy duty thread C. Sizes with high numbers.

B. Polyester is the most common kind of synthetic (man-made) thread. Polyester thread is very strong and comes in one medium size. It is used for synthetic material and for knits.

C. How can you tell which thread to choose? The label helps you to decide. Look at these drawings:





Using _your_ spool of thread, fill in these blanks:

1. Brand name ______________ 4. Type ____________________
2. Size ____________________ 5. Length __________________
3. Color ___________________ 6. Price ___________________

D. Tips to Remember:

1. Choose thread color a shade darker than material.
2. For material with many colors, choose thread to match main color.
3. For basting, use light, contrasting thread.

NEEDLES Name ______________________

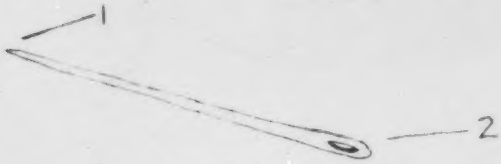
Lesson 5 - Study Sheet

Learning about needles and practice using needles will help make hand sewing easier.

A. The opening of the top of the needle is called the eye. The sharp end of the needle is called the point. Needles with sharp points and smooth eyes work very well. Dull, rough needles can snag material.

Number 1 is the __________ of the needle.

Number 2 is the __________ of the needle.



B. There are different kinds of needles to use for different jobs:

Sharps, used for most sewing, have round eyes.

Crewel needles, also used for embroidery, have long eyes.

Ball-point needles, used for synthetic materials and for knits, have a rounded point, like a ball-point pen. These needles will not snag or break material like ones with a sharp point can.

Crewel needles have ______________________ eyes.

Sharps have ____________________________ eyes.

Ball-point needles have a ________________________ point.

C. Needles come in different sizes.

Large needles, sizes 1-6, are used with heavy material.

Medium needles, sizes 6-8, are used with medium materials, most sewing.

Fine needles, sizes 8-10, are used with fine, light-weight material.

What size needle would you use for these jobs?

_______ 1. Hemming a winter coat A. large (1-6)

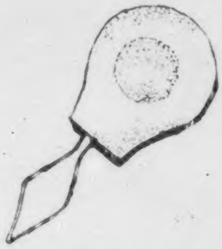
_______ 2. Hemming a fine slip B. medium (6-8)

_______ 3. Hemming a cotton placemat C. fine (8-10)

D. Tips to Remember:

1. Select a needle that feels comfortable to you
2. Use no more than 20 inches of thread--it tangles.
3. Cut thread with a scissors--not your teeth.
4. Use a single strand of thread whenever you can.
5. Use a needle-threader if it is easier for you.

A needle-threader is used to help get the thread through the eye of the needle. It looks like this:



TRACING TOOLS Name________________________

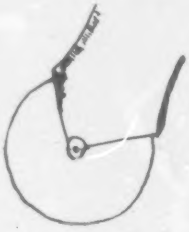
Lesson 6 - Study Sheet

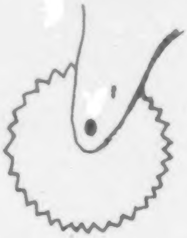
Tracing wheels and tracing paper are used to copy markings from patterns on to material. The tracing paper goes between the pattern and the material. The tracing wheel is pressed against the pattern to make the markings.

A. There are two kinds of tracing wheels. One kind has a smooth edge. The other kind, with a serrated edge, has saw-like teeth. Write the letter in the blank of the tracing wheel shown.

______smooth

______serrated


A


B

B. Tracing paper comes in white and other colors.

1. To decide what color to use, test first on a scrap of material. Try lightest colors first.
2. The colored side of the tracing paper is placed next to the wrong side of the material. The markings will then be on the wrong side of the material. If you made the markings on the right side of the material, they would show when you finished sewing.

C. Match the words on the right with the phrases on the left; write the letter in the blank.

____Is placed between the pattern and material.

_____This side of the tracing paper goes next to material.

_____Markings are placed on this side of material.

_____Markings on this side of material would show when you finished sewing.

A. colored

B. right

C. tracing paper

D. wrong

TRACING TOOLS

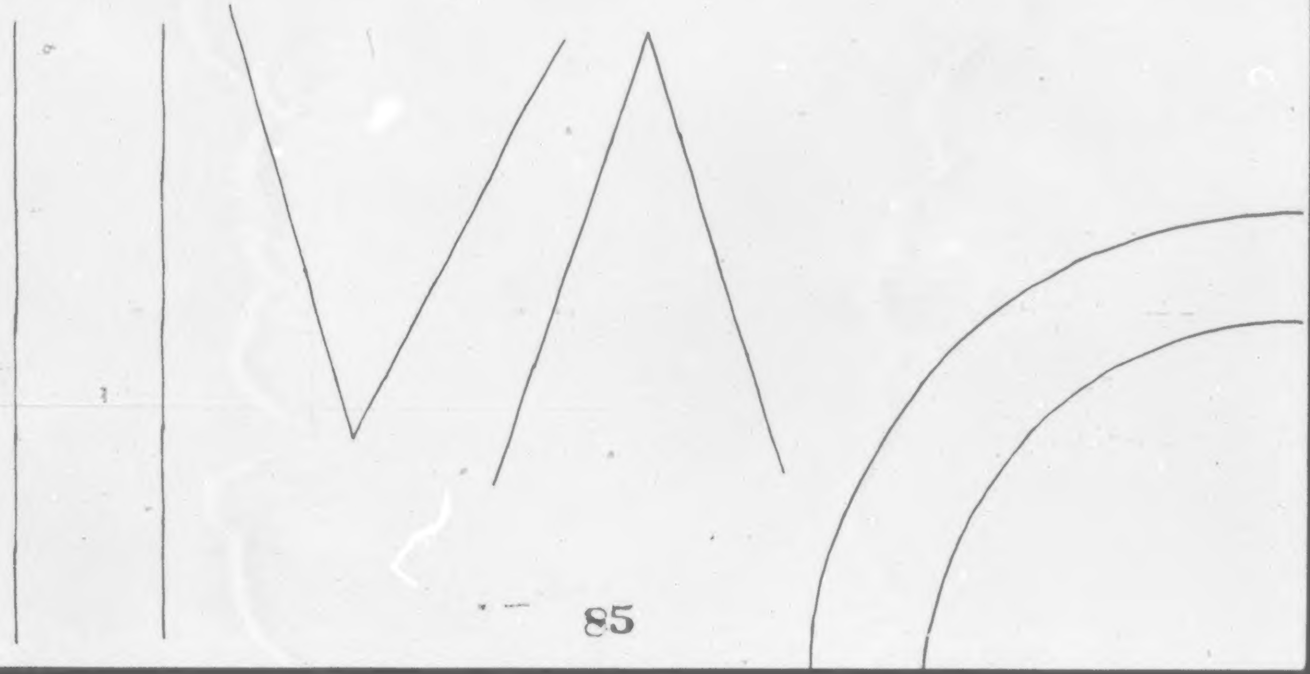
Name________________________

Lesson 6 - Direction Sheet

1. Find room on a table to work. (The tracing wheel might scratch the table. Use a piece of cardboard or a notebook under your material to protect the table.)
2. Place a scrap of material on the protected table (with right side down).
3. Choose a color of tracing paper that will show up on your material.
4. Lay the piece of tracing paper on the material (with colored side down).
5. Below is the pattern you will use. Cut along the dotted line. Place pattern on the material (picture side up).
6. Pin all layers together.
7. NOW YOU ARE READY TO TRACE. Follow the lines with the tracing wheel. Press down enough to copy markings on material, but NOT TOO HARD. (A ruler helps to follow straight lines)

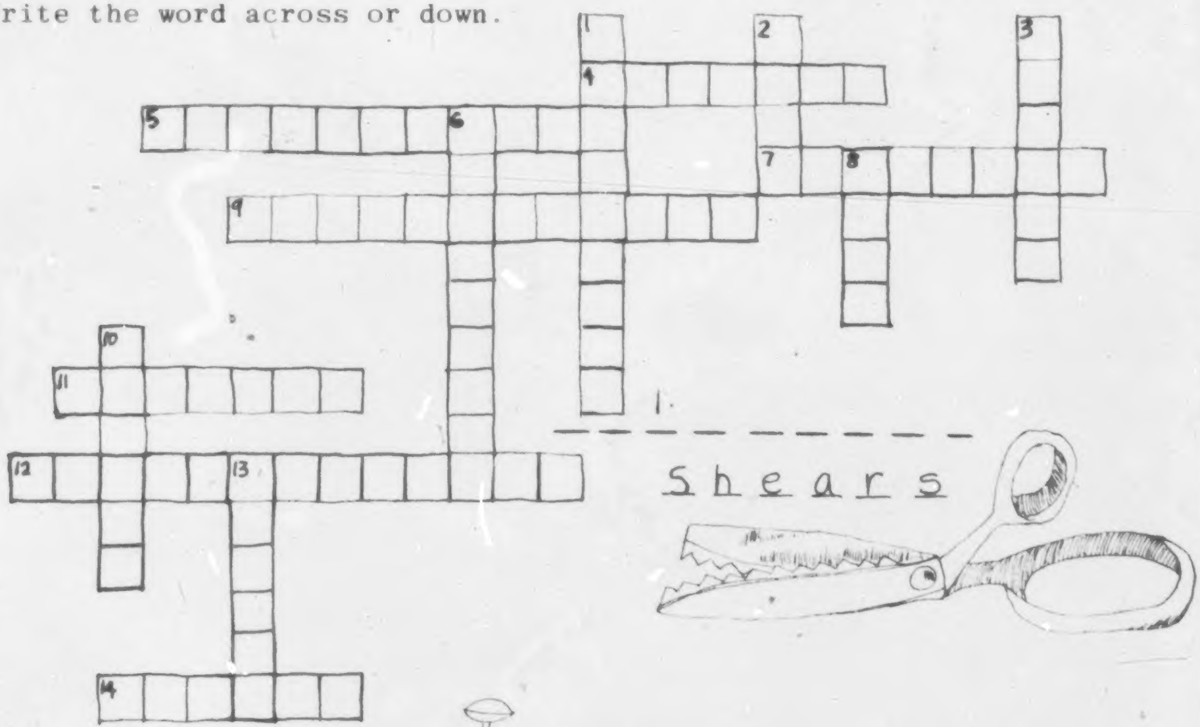
- -

Pattern:



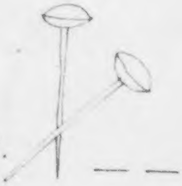
Picture Puzzle Name ____________________

To do this puzzle, you need to label the drawings below. Decide what each drawing shows. Write the name in the near-by blanks. Is it spelled right? Now find the number for that word in the puzzle. Write the word across or down.



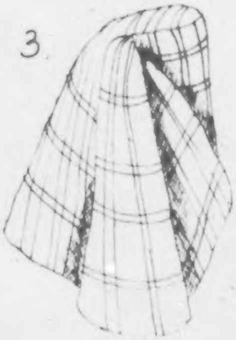
1. ___________

Shears

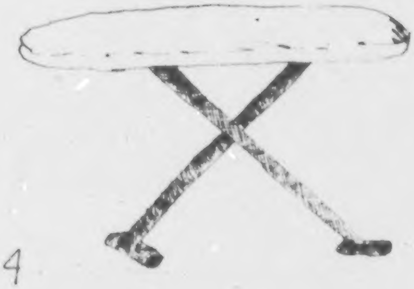


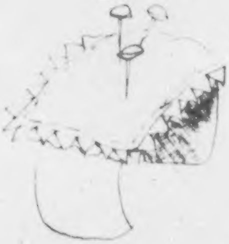
2. _____

3.



____





5

4

____

____

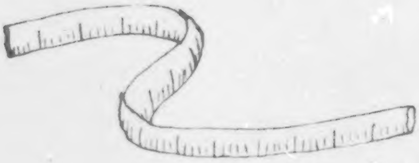
____

Board

6 _ _ _ ‾ _ _ _ _ _

7. _ _ _ _ _ _ _ _

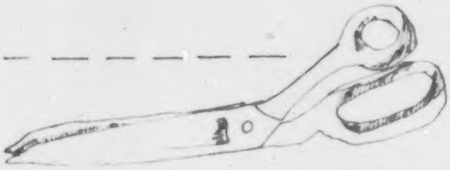
_ _ _ _



9

_ _ _ _ ‾ _ _ _ _ _ _ _

_ _ _ _ _ _



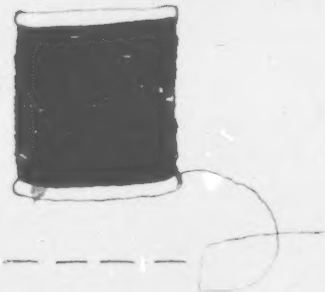
12 _ _ _ _ _ _ _ ‾ _ _ _ _ _

11. _ _ _ _ _ _ _

13

_ _ _ _ _ _

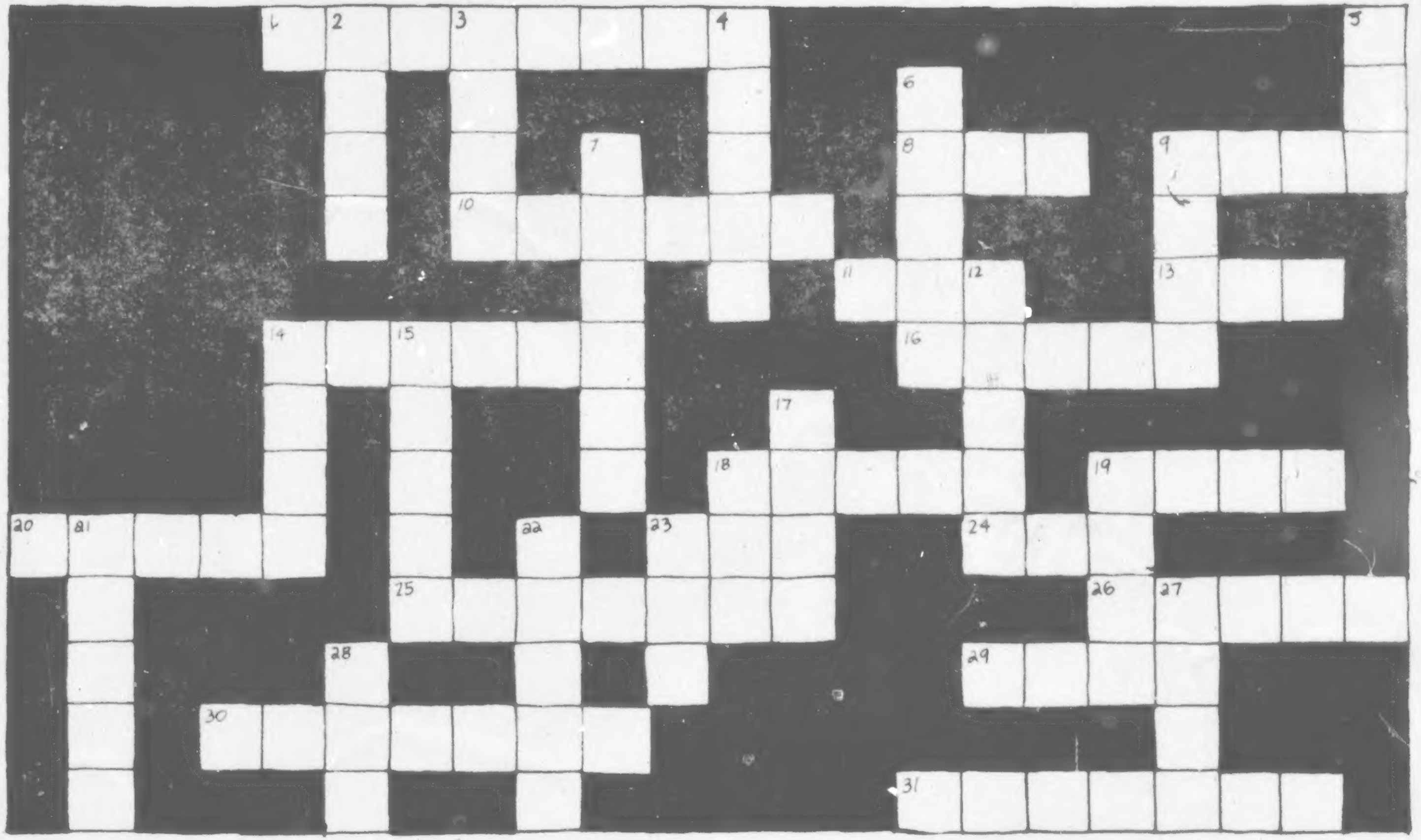
14



_ _ _ _ _ _

Words used in puzzle are: fabric, finishing, hem gauge, iron, ironing, needle, pin-cushion, pins, scissors, shears, tape measure, thimble, thread, tracing wheel.

Know Your Sewing Tools



WORDS USED IN PUZZLE

after
blade
buy
cut
dull
duty
end
eye
feet
hand
handles
head
hole
label
lighter
long
low
mess
needle
paper
pin
point
right
screw
sew
sharp
shears
side
tape
thimbles
thread
tip
tracing
wheel
white

Clues for: **KNOW YOUR SEWING TOOLS**

ACROSS

1. To protect your fingers when you sew, you can use 1 .
8. Shears are used to 8 fabric, not paper.
9. Dual- 9 thread is very strong.
10. A cutting tool with one round handle and one long, handle is a 10.
11. It's fun to 11 when you know how to use sewing tools.
13. Needle sizes are high numbers for fine needles, 13 numbers for large needles.
14. A needle and 14 are used for hand sewing.
16. Tracing paper and a tracing 16 are used to copy pattern markings on fabric.
18. The sharp end of a needle or pin is called the 18.
19. Shears should be the right weight and length for your 19.
20. The long cutting part of a scissors or shears is the 20.
24. A crewel needle has a long, easy-to-thread 24.
25. To copy pattern markings on cloth, 25 tools are used.
26. Wipe off shears before and 26 using them.
29. Have tracing paper face the wrong 29 of fabric before marking.
30. Always hand sharp tools to another person with the 30 first.
31. Buy thread a little darker than fabric because it looks 31 when it is off the spool.

DOWN

2. A dull pin might make a _2_ in your fabric.
3. Always pick up your sewing tools, never leave a _3_.
4. Used for general sewing are _4_ needles.
5. Always read the label before you _5_ thread.
6. Blades of a scissors or shears are held together by a _6_.
7. Threading fine needles can be made easier by using a _7_ -threader.
9. Pins that are _9_ might make holes in your fabric.
12. Often used for sewing are black and _12_ thread.
14. To take body measurements, a _14_-measure is used.
15. There are shears for left-handed people and for _15_-handed people.
17. Shears have one round handle and one _17_ handle.
18. One kind of _18_ is a dressmakers.
19. The top of a pin is called the _19_.
21. Always read the _21_ before you buy thread.
22. To copy pattern markings on to fabric, a tracing wheel and tracing _22_ are used.
23. The part of a shears that can break off is the _23_ of the blade.
27. One yard is the same as three _27_.
28. A good tape measure has a metal tip at the _28_ to help it last longer.

Hidden Word Puzzle

Name ____________________

The names of fifteen (15) sewing tools are in this puzzle. The words go across (⟶) or down (↓) only. The word pins is circled for you. Find and circle each other word, then write it on a line.

H	I	H	N	P	R	S	T	E	R	I	U	S	T	PINS
I	S	E	W	I	N	G	M	A	C	H	I	N	E	
T	I	M	E	N	N	O	M	E	A	L	R	T	S	
R	R	G	U	C	P	P	I	N	S	T	O	R	I	
A	O	A	T	U	R	C	A	N	G	U	N	M	E	
C	N	U	A	S	R	U	E	T	E	A	I	P	O	
I	N	G	S	H	E	A	R	S	P	E	N	S	T	
N	N	E	T	I	I	R	E	N	I	N	G	I	L	
G	O	T	A	O	R	U	L	E	R	O	B	W	N	
P	A	P	P	N	T	H	R	A	D	S	O	T	S	
A	W	F	E	H	I	M	T	H	R	E	A	D	I	
P	A	H	M	T	H	I	M	B	L	E	R	O	G	
E	I	N	E	E	D	L	E	S	E	L	D	S	P	
R	A	B	A	B	D	G	C	M	O	N	N	O	T	
K	L	S	S	C	I	S	S	O	R	S	M	R	O	
S	C	A	U	N	E	A	D	L	E	U	W	E	U	
H	A	T	R	A	C	I	N	G	W	H	E	E	L	
S	H	E	E	R	S	R	O	O	L	E	R	D	E	

Now think about how each tool is used. On another sheet of paper write one thing you have learned about each of these tools.

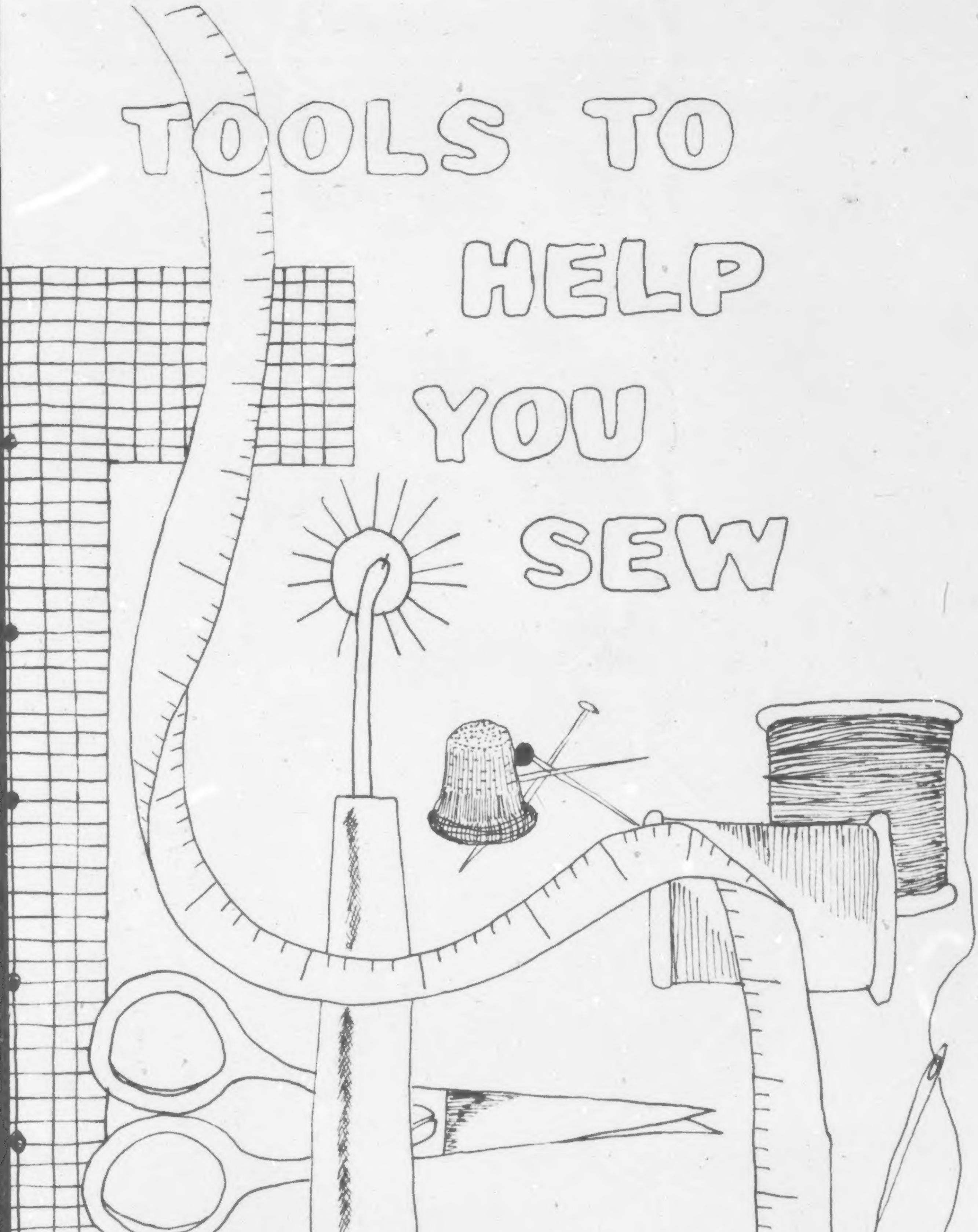
Words used: hem gauge, iron, ironing board, needles, pincushion, pins, ruler, scissors, sewing machine, shears, tape measure, thimble, thread, tracing paper, tracing wheel.

WORD SCRAMBLE Name________________________________

The letters for these words are all mixed up. Change them around to spell the names of tools used for sewing. The first letter of each word is written for you.

1.	E S R A H S	S _ _ _ _ _
2.	E H M	H _ _
	A G E G U	G _ _ _ _
3.	R N O I	I _ _ _
4.	R S S S I O C S	S _ _ _ _ _ _ _
5.	I B E T M H L	T _ _ _ _ _ _
6.	N I P S	P _ _ _
7.	A P E T	T _ _ _
	M S R E A U E	M _ _ _ _ _ _
8.	D E E N L E S	N _ _ _ _ _ _
9.	R A C T G I N	T _ _ _ _ _ _
	E E L W H	W _ _ _ _
10.	P N I	P _ _
	S H C U I O N	C _ _ _ _ _ _

TOOLS TO HELP YOU SEW



INTRODUCTION

There are many useful small tools that make sewing easier. These lessons will help you learn more about these tools. You will learn to use them as you make a placemat. One tool is used for each step, so when you have finished these lessons your placemat will be done.

Have your teacher check your work after you finish each lesson. She will then give you a paper foot-print to put on a chart by your name. When you are all done, the chart will have a foot-print in each of your spaces.

☑ Make a check in the box when you finish each activity.

After you have done each lesson, you will be able to:

- -use a scissors and shears to cut fabric.
- -use a tape measure to mark size of placemat on fabric.
- -use a small ruler or hem gauge to measure for the hem.
- -select thread and needle to use.
- -use tracing tools to transfer a design to the fabric.
- -pin and sew the hem and design on placemat.

LESSON 1 - Scissors and shears as cutting tools

When you finish this lesson, you will be able to:
- tell the difference between scissors and shears.
- name parts of a shears.
- list uses for scissors, shears, and finishing shears.
- handle shears to cut fabric.

You will need: File folder - Shears
Shears, scissors, and finishing shears from teacher

Learning Activities:

☐ 1. Complete the study sheet for Lesson 1.

☐ 2. Look at the chart in file folder Shears. Find pictures of scissors, shears, and finishing shears.

☐ 3. Ask your teacher for a pair of shears and finishing shears. Do the following:

A. Practice holding the shears with your thumb in the round hole and your fingers in the long hole.

B. Use the shears to cut along the guidelines of one of the samples of fabric in the folder.

C. Use the finishing shears to trim the edges.

LESSON 2 - Measuring tools for sewing

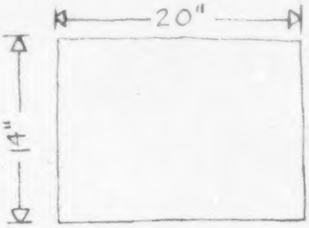
When you finish this lesson, you will be able to:
- look at a tape measure.
- list uses for tape measures and hem gauges.
- measure fabric and hem for a placemat.

You will need: Tape Measure and Hem Gauge
Fabric for placemat

Learning Activities:

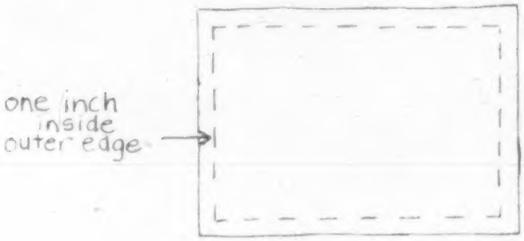
☐ 1. Complete the study sheet for Lesson 2.

☐ 2. Ask your teacher for fabric to use for your placemat. Measure the fabric with a tape measure. Mark off a rectangle that is 20 inches long by 14 inches wide.



Check again with your teacher. Then use shears to cut out the rectangle. CUT CAREFULLY!

☐ 3. Now use your hem gauge or small ruler to measure for the hem. Measure 1 inch inside the outer edge. Mark very lightly with a pencil.
Be sure to mark on the wrong side of your material.



LESSON 3 -Using and selecting pins

When you finish this lesson, you will be able to:
- name parts, kinds, and uses of pins.
- use pins to pin up a hem.

You will need: File folder
iron and ironing board

Learning Activities:

☐ 1. Complete the study sheet for Lesson 3.

☐ 2. Look at samples in the folder Pins. Fold and pin the 1 inch (1") hem on your placemat.

☐ 3. Ask your teacher to help you press the hem.

LESSON 4 - Buying and using thread

When you finish this lesson, you will be able to:
- list kinds of thread and tell their uses.
- read the label on the spool to get information.
- select thread to use with fabric.

You will need: Pamphlet: "Talon Makes It"
spool of thread

Learning Activities:

☐ 1. Read pages 15-17 in "Talon Makes It".

☐ 2. Complete the study sheet for Lesson 4.

☐ 3. Choose a spool of thread to match your fabric.

LESSON 5 - Using and selecting needles

When you finish this lesson, you will be able to:
- tell the difference between kinds of needles.
- select right size needle for sewing.
- thread and use needle to hem placemat.

You will need: Pamphlet: "Talon Makes It"
File folder-Needles

Learning Activities:

☐ 1. Complete the study sheet for Lesson 5.

☐ 2. Read pages 18-19 in "Talon Makes It". Look at hem-stitching in the file folder Needles.

☐ 3. Thread your needle and practice the hem stitch on samples of material. Ask your teacher for help. Have her check your samples.

☐ 4. Thread your needle with the thread you selected and hem your placemat.

LESSON 6 - Using tracing paper and tracing wheel

When you finish this lesson you will be able to:
- tell the difference between kinds of tracing wheels.
- select tracing paper that only shows on the wrong side of mater
- use tracing tools to copy pattern design on material.

You will need: File folder-Tracing Designs
Tracing wheel, tracing paper,fabric pieces

Learning Activities:

☐ 1. Complete the study sheet for Lesson 6.

☐ 2. Follow the direction sheet for Lesson 6 to practice using a tracing wheel and tracing paper.

☐ 3. To decorate your placemat:

A. Select a design from folder Tracing Designs.

B. Select a piece of fabric. Ask yourself will this fabric look nice on my placemat? Will the design I select fit on this piece of fabric?

C. Follow steps on Direction Sheet to trace design onto wrong side of fabric.

☐ 4. Check with your teacher. Then carefully cut out your design. You can use a shears or finishing shears.

☐ 5. Place the design onto your placemat. Pin it on carefully. Sew the design on.

☐ 6. Good for you--you have finished your placemat! You have used many different sewing tools. Now you can see what you have learned about sewing tools. Ask your teacher for some word games and puzzles about sewing tools.

Extra Credit: Would you like to learn more about tools for sewing? Look at the list below. You may want to do one of these, or you could do something else. Discuss your ideas with your teacher.

1. Learn about measuring using the metric system.

2. Find out the cost of sewing tools to help you buy them. Visit a store and check prices. List the most important tools. Check those prices. Add the prices and you will see what sewing tools might cost.

To The Teacher

Title: Using a Tape Measure

Substantive Area: Family Clothing and Textiles

Performance Objectives:

The student will:

1. read a tape measure correctly.
2. state fractional numbers.
3. measure various lines and state length.
4. draw and label lines to equal a given length.

Special Instructions:

Instructional Approach:

A pre-test is to be given to all students, with only those who show a deficiency in correctly reading a tape measure completing the programmed unit.

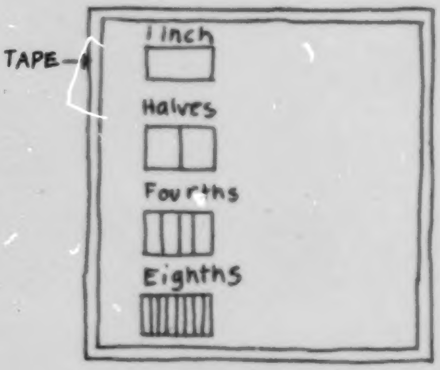
The pages containing the programmed lessons are intended to be cut on the lines and attached to 4" x 6" index cards. The sequenced cards then become useful for individual study.

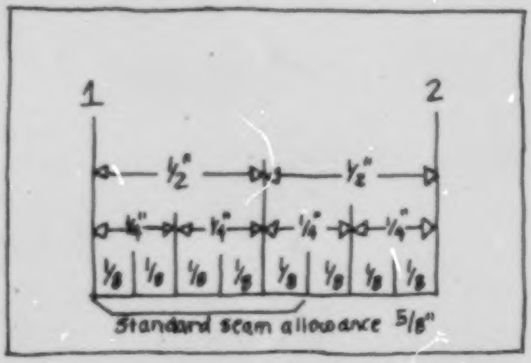
When the student has completed the lessons, he is instructed to obtain a study sheet to check his skill before taking the post-test, by which the teacher can determine competence.

Supportive Media:

1. Materials needed for use by each student proceeding through programmed unit include a tape measure, a ruler, and an answer sheet. Students should be reminded to not write on cards.

2. To provide a visual aid for student use, the following sketch (see right) could be enlarged to create a 10"x14" poster.





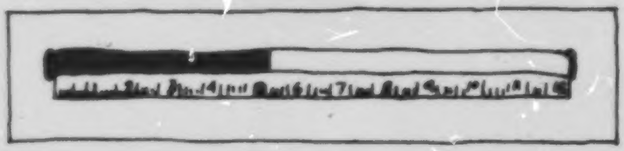
3. A "hands on" approach might be useful for students needing additional work. Students working in pairs could do one or more of the following:

A. Puzzle Board (see above left)
A puzzle board would be an excellent means for students to experiment with dividing an inch into parts. Students who need the practice could work together in pairs with one stating fractions and the other selecting the number of appropriate pieces and placing them in the squares.

The puzzle board consists of two pieces of pressed board. One of them has four squares, an inch wide cut through it. After holes are drilled, a wood file can be used for a smooth finish. If the squares are arranged in a row from top to bottom on one side, the metric system can be placed on the other side.

For the "puzzle pieces", an old yard stick is sawed with a coping saw to obtain 1 inch, 2 halves, 4 fourths, and 8 eighths, with all edges sanded smooth. The two boards can be painted with 3M tape taped around the edges. The boards also could be glued together or nailed with small brads.

B. Device for measurement practice
A portion of a tape measure drawn in larger scale on heavy cardboard or plywood can have two slits above either end through which a twill tape is inserted and then connected to form a continuous circle. With half of the twill tape painte a contrasting color, the student would move the tape until the colored portion ended at the stated length. Students could quiz each other using flash cards with various lengths written.



C. Additional work with fractions may be necessary

Instruction for Evaluation
Study Sheet Answer Key:

1. A. 1/8 C. 3/8 E. 5/8 G. 7/8
B. 1/4 D. 1/2 F. 3/4 H. 1

2. A. 1/2" C. 1" E. 1 5/8" G. 3 1/4"
B. 5/8" D. 1 1/4" F. 2 3/8" H. 3 1/2"

3. A blank sheet of paper will be needed for this activity.

4. AB= 3" EF= 1 1/2"
CD= 5/8" GH= 4 1/4"

Pre-Post test Answer Key:

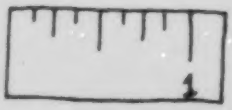
I. 1. 3/4" 3. 1/8" 5. 3/8" 7. 7/8"
2. 1/2" 4. 1/4" 6. 5/8"

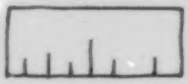
II. A. 1" D. 1/2" G. 2 1/8" J. 5/8"
B. 1 7/8" E. 3 3/8" H. 1 1/2"
C. 2 1/2" F. 2 5/8" I. 1/8"

Name ______________________________

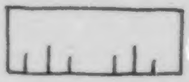
PRE-POST TEST FOR MEASURING

I. The top drawing below shows an inch with all lines marked in it. There are measurement lines missing in the other drawings. Draw in each line in as it should be, then write in the blank which part of the inch it is.

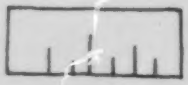


1.


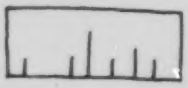
1. ______

2.


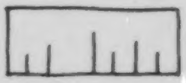
2. ______

3.


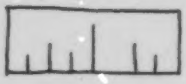
3. ______

4.


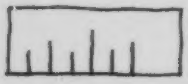
4. ______

5.


5. ______

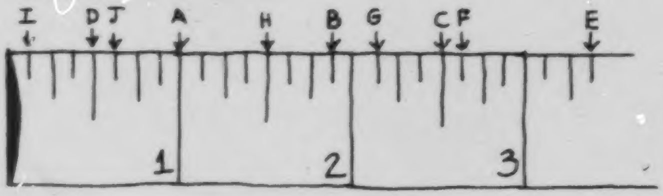
6.


6. ______

7.


7. ______

II. Directions: Shown below is part of a tape measure. How far is it from the start of the tape to each letter? Write your answers in the blanks.



to A ______________

to B ______________

to C ______________

to D ______________

to E ______________

to F ______________

to G ______________

to H ______________

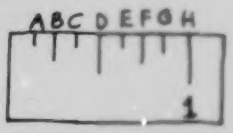
to I ______________

to J ______________

Name ______________________________

MEASURE UP STUDY SHEET

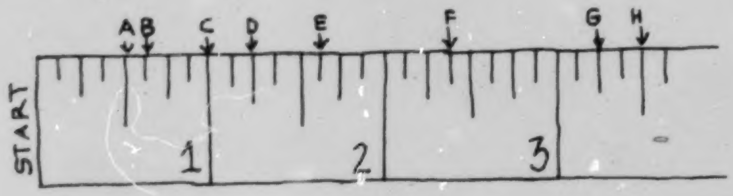
1. This inch is divided into eight equal parts. Write the distance from the beginning to each letter in the blanks. Use the smallest number to tell each part of the inch.



to A=_______" to C=_______" to E=_______" to G=_______"

to B=_______" to D=_______" to F=_______" to H=_______"

2. This is a part of a tape measure:



What is the measurement from the start of the tape to each letter?

to A ________ to C ________ to E ________ to G ________

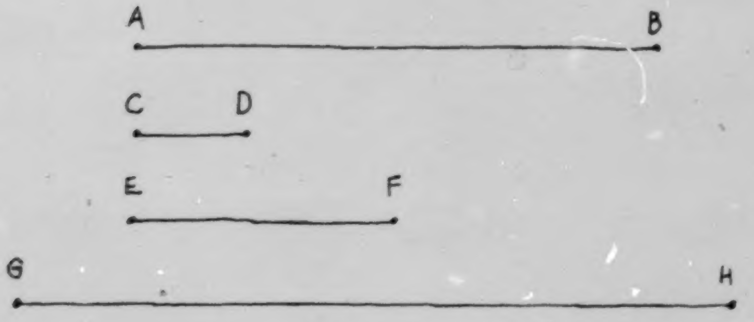
to B ________ to D ________ to F ________ to H ________

3. On a separate sheet of paper, use your ruler to draw lines of these different lengths. Be sure to label both ends of the lines with the letters. (Example Problem: RS=$\frac{1}{2}$ R ——— S)

AB=4 $\frac{1}{2}$" EF=3 $\frac{1}{4}$" IJ= $\frac{3}{4}$" MN=4 $\frac{1}{4}$"

CD=2" GH=2 $\frac{1}{8}$" KL=1 $\frac{5}{8}$" OP=2 $\frac{7}{8}$"

4. Use your ruler to find the length of each of these lines. Write the measurement in the blank.



AB = ___________inches

CD = ___________inches

EF = ___________inches

GH = ___________inches

These cards will help you learn about measurements. Each card has three parts:

1. Something about measuring for you to read.
2. A question about what you have just read.
3. The answer to the question from the card before (this is at the top of each card) this is so you can check your own answers as you go along. You will need these things:

things: ruler
answer sheet to write on

This is a drawing

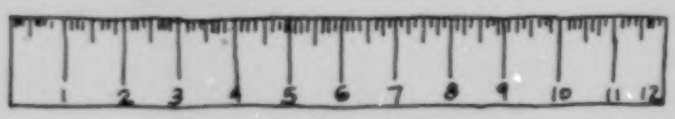
A tape measure is like a

it bends. We use it to

our bodies.

To measure around someth

3. (Tape Measure)



This is a drawing of a ruler.

To measure lines on paper, a ruler is used. It will not bend like a tape measure does.

For measuring on paper, a __ is used.

4. (Ruler)

The marks on a ruler are

marks on a tape measure.

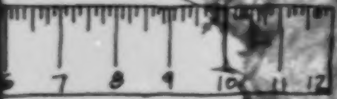
how to read a tape measu

with a ruler.

The marks on a ruler are

you learn about
ard has three parts:
easuring for you to read.
what you have just read.
question from the card
the top of each card)
check your own answers
You will need these
er
ver sheet to write on

easure)



ing of a ruler
aper, a ruler [illegible] used
a tape measure does.

r, a __ is used.

This is a drawing of a tape measure. A tape measure is like a piece of ribbon, it bends. We use it to measure around our bodies.

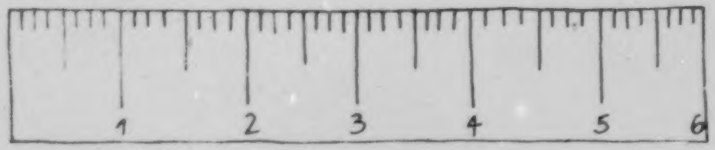
To measure around something, a __ is used.

4. (Ruler)

The marks on a ruler are the same as the marks on a tape measure. You can learn how to read a tape measure by practice with a ruler.

The marks on a ruler are like those on a __ .

5. (Tape Measure)



There are many lines on a tape measure. The longest lines, which have numbers, are the inch lines. It is one inch from the end of the tape measure to the first numbered line.

The distance from one numbered line to another is __.

7. (One inch)

This is line CD. C________________________D

Place your ruler under line CD with the left end under point C. What number on your ruler is right under point D?

Line CD is __ long.

---

6. (One inc

This is line AB A_

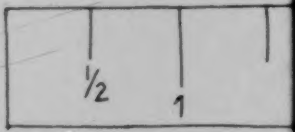
Put the left end of your

Is the first number on y

point B? It should be.

Line AB is __ long.

8. (Two inc



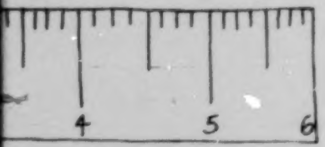
This inch is divided int

a line. Each part is th

one of these parts is a

1/2 inch plus __ = 1 inc

e)



a tape measure. The
e numbers, are the
nch from the end of
first numbered line.

mbered line to another

D

ine CD with the left
number on your ruler

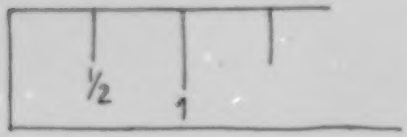
6. (One inch)

This is line AB A__________B

Put the left end of your ruler under point A. Is the first number on your ruler under point B? It should be.

Line AB is __ long.

8. (Two inches)



This inch is divided into two equal parts by a line. Each part is the same size. Each one of these parts is a half inch.

1/2 inch plus __ = 1 inch.

9. (½)

A ______ B

Use your ruler to measure line AB. The mark " means inches. Line AB is one-half inch long. We can also say line AB is $\frac{1}{2}$" long.

The mark " means ___.

11. (1½")

Write the numbers and marks that mean the same as these words:

A. Three and one-half inches

B. Seven inches

C. Five and one-half inches

10. (inches)

C ______

Measure line CD. Line

one-half inches long.

In numbers and marks, 1

12. (3½") (7")

Write the words that me

these numbers and marks

A. $2\frac{1}{2}$"

B. 4"

C. $\frac{1}{2}$"

B

ure line AB. The

Line AB is one-half

o say line AB is $\frac{1}{2}$"

)

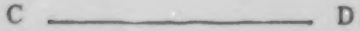
marks that mean the

inches

inches

---

10.   (Inches)



Measure line CD. Line CD is one and one-half inches long.

In numbers and marks, line CD is ___ long.

12. (3½")   (7")   (5½")

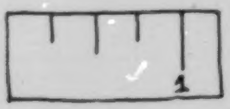
Write the words that mean the same as these numbers and marks:

A. $2\frac{1}{2}$"

B. 4"

C. $\frac{1}{2}$"

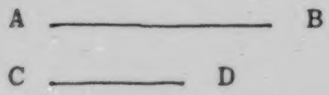
13. (two and one-half inches, four inches, one-half inch)



On this tape measure, each half inch has been divided again into half. The inch is now divided into four equal parts. Each part is one-fourth of an inch. In numbers and marks this is $\frac{1}{4}''$.

What are 2(two) ways to write the 4 equal parts in an inch?

15. (4)



Measure the lines above.

Line AB is ___" long.

Line CD is ___" long.

14. (one fourt

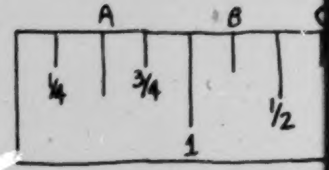
$\frac{1}{2}'' + \frac{1}{2}'' = 1''$

$\frac{1}{4}'' + \frac{1}{4}'' = \frac{1}{2}''$

$\frac{1}{4}'' + \frac{1}{4}'' + \frac{1}{4}'' + \frac{1}{4}'' = 1''$

How many $\frac{1}{4}''$ are in 1"?

16. (1¼,¾)



Some of the lines on th

numbered. The missing

A. ___

B. ___

C. ___

f inches, four inches,

each half inch has been lf. The inch is now al parts. Each part is . In numbers and marks

to write the 4 equal

4)

B

D

ve.

14. (one fourth, $\frac{1}{4}$)

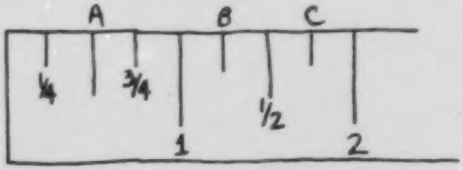
$$\frac{1''}{2} + \frac{1''}{2} = 1''$$

$$\frac{1''}{4} + \frac{1''}{4} = \frac{1''}{2}$$

$$\frac{1''}{4} + \frac{1''}{4} + \frac{1''}{4} + \frac{1''}{4} = 1''$$

How many $\frac{1''}{4}$ are in 1"?

16. (1¼, ¾)



Some of the lines on this ruler are not numbered. The missing numbers are:

A. ___

B. ___

C. ___

17. (A. $\frac{1}{2}$ B. $\frac{1}{4}$ C. $\frac{3}{4}$)

For review, measure the following lines

A ______________________ B

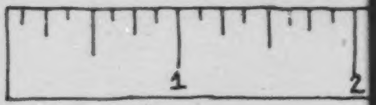
C _______ D

E _______________ F

G __ H

Line AB is ___".
Line CD is ___".
Line EF is ___".
Line GH is ___".

18. (AB = $2\frac{1}{2}$, CD = $\frac{3}{4}$, E



There are three whole i
Each whole inch is divi
by lines. Count the pa

A. There are ___ parts

B. Are all parts the s

19. (A. 8) (B. Yes)

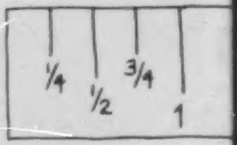
On the tape measure, the inch is divided into eight equal parts. Each part is called one-eighth inch, or $\frac{1}{8}$".

$$\frac{1''}{4} + \frac{1''}{4} + \frac{1''}{4} + \frac{1''}{4} = 1''$$

$$\frac{1''}{8} + \frac{1''}{8} + \frac{1''}{8} + \frac{1''}{8} + \frac{1''}{8} + \frac{1''}{8} + \frac{1''}{8} + \frac{1''}{8} = 1''$$

What is the smallest part of an inch on a tape measure?

20. ($\frac{1}{8}$)



This drawing shows $\frac{1}{2}$ "
One inch is the same as
better than writing $\frac{4}{4}$

Which is best, A or B?

A. $\frac{1''}{4}$, $\frac{2''}{4}$, $\frac{3''}{4}$, $\frac{4''}{4}$

B. $\frac{1''}{4}$, $\frac{1''}{2}$, $\frac{3''}{4}$, 1"

¼ C. ¾)

he following lines

______ B

3)   (B. Yes)

the inch is divided

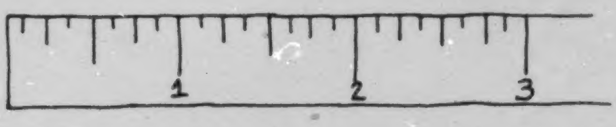
ts. Each part is called

8".

" $+ \frac{1"}{8} + \frac{1"}{8} = 1"$

part of an inch on a tape

18. (AB = 2¼, CD = ¾, EF = 1½, GH = ¼

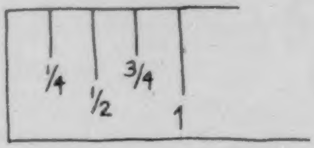


There are three whole inches on this ruler. Each whole inch is divided into equal parts by lines. Count the parts.

A. There are ___ parts in each inch.

B. Are all parts the same size?

20. (⅛)



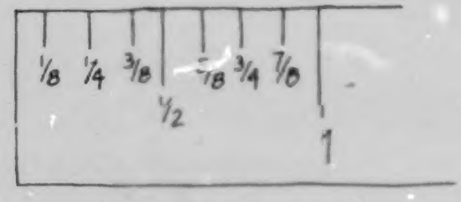
This drawing shows ½ " between ¼ " and ¾ ". One inch is the same as 4/4 ", but writing 1" is better than writing 4/4 ".

Which is best, A or B?

A. $\frac{1"}{4}$, $\frac{2"}{4}$, $\frac{3"}{4}$, $\frac{4"}{4}$

B. $\frac{1"}{4}$, $\frac{1"}{2}$, $\frac{3"}{4}$, 1"

21. (B)



A. Is 8/8" the same as 1"?

B. Is 6/8" the same as 3/4"?

C. Is 4/8" the same as ½"?

D. Is 2/8" the same as ¼"?

23. (A = 1 3/8; B = 1 7/8; C = 2 1/8; D = 2 5/8;
E = 2 7/8)

A ______________________ B

C ________ D

E _________________________ F

Measure the lines above. Write the numbers in simplest form.

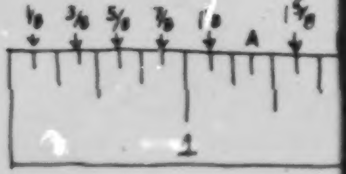
Line AB is ___" long.

Line CD is ___" long.

Line EF is ___" long.

---

22. (A. Yes; B. Yes;



This ruler has some of

Finish naming the lines

missing:

A = ___"   C = ___"

B = ___"   D = ___"

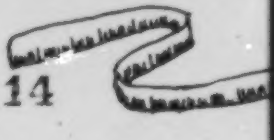
24. (A = 1 7/8; B = 5/8;

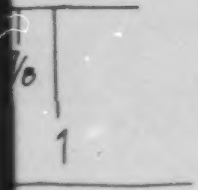
You have had practice in

parts of an inch. Now

the study sheet on measu

THE END





1"?

"?

"?

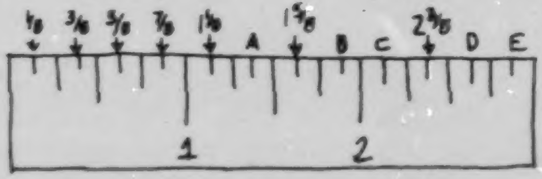
"?

C = 2⅛; D = 2⅝;

F

Write the numbers in

22. (A. Yes; B. Yes; C. Yes; D. Yes)



This ruler has some of the lines numbered. Finish naming the lines where they are missing:

A = ___" C = ___" E = ___"

B = ___" D = ___"

24. (A = 1⅞; B = ⅝; C = 2⅛)

You have had practice in measuring small parts of an inch. Now you are ready for the study sheet on measurements.

THE END

TO THE TEACHER

Title: Use of the Pattern Envelope

Substantive Area: Family Clothing and Textiles

Performance Objectives:

The student will:

1. define pattern and pattern book.
2. identify different companies that have pattern books.
3. list different sections found on the pattern envelope.
4. state the information needed to buy a pattern.
5. state the information found on the front and back of a pattern envelope.
6. solve problems to determine fabric needed for given situations.

Special Instructions

Instructional Approach:

These materials are designed to be put in file folders as described in "Supportive Media". Answer sheets may be placed in file folders when given to student or they may remain loose to be given to student as requested.

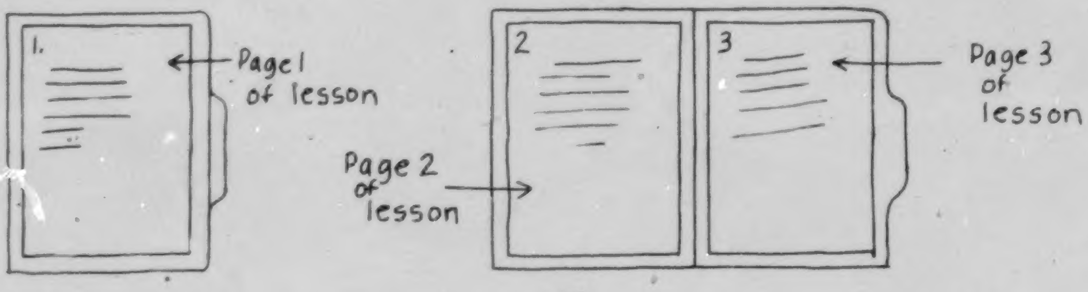
Each file folder is to be given to the student separately. The student completes each lesson in sequence. Before being given the materials for the next lesson he completes exercises and/or review questions and has work checked by the teacher.

Because materials are self-contained in a convenient durable manner, the student could check them out of the classroom to use independently elsewhere. Additional folders could be developed by the teacher related to size and figure type, use of the guidesheet, or other related concepts.

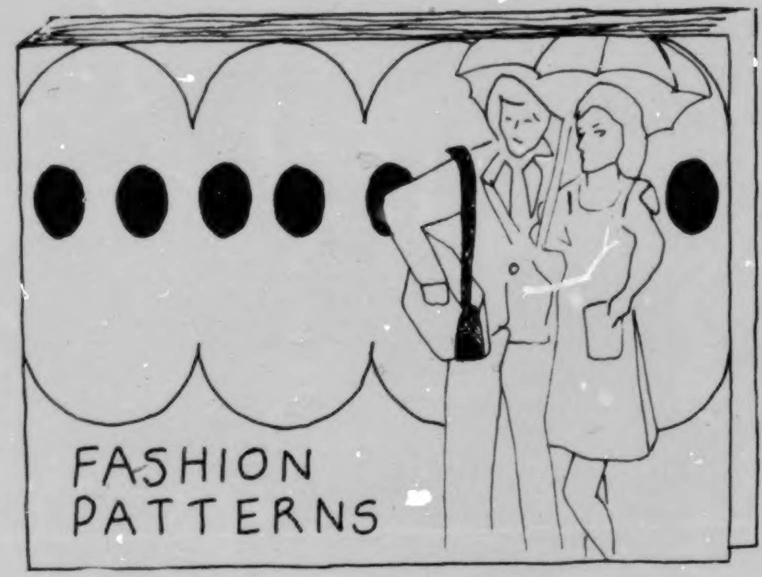
Supportive Media:

A. The following materials are needed:
   1. Five regular sized file folders for each set of materials.
   2. Tape or glue to be used in assembling the materials.
   3. Various pattern books for Lesson 1.
   4. Additional pattern envelopes for Lesson 3.
   5. Three different colored pencils for Lesson 4B.

B. Each lesson is to be located in a separate file folder.
   File folders are assembled in the following manner:
      Attach to file folder using tape or glue:
         -Page one on front cover
         -Page two on inside left
         -Page three on inside right



LESSON 1: The Pattern Book



A pattern is a guide you use to make clothing. Before you buy a pattern, you will look through pattern books. They are filled with many pictures of different types of garments.

On the front of the pattern book is the name of the pattern company in large letters. There are different pattern companies that print pattern books.

The pattern company makes patterns in many styles and sizes. Because of this you can choose just what you like and want to sew. When you decide what you want to sew you will need to know the name of the pattern company.

EXERCISES for LESSON 1

You are not to write on this paper. Complete all answers on the ANSWER SHEET for LESSON 1.

1. Find these words in the lesson.

   PATTERN

   PATTERN BOOK

   PATTERN COMPANY

   Use the words in a sentence different from the sentence in the lesson. If you need more help to understand any word, check with a sewing book or ask your teacher to help you. Write the sentence on your answer sheet.

2. Look at the different pattern books that are in your classroom. On your answer sheet, write the names of the different pattern companies shown on the pattern book.

REVIEW for LESSON 1

Read the questions on this page. Write your answers on the ANSWER SHEET. Check your answers by looking back to the paragraph listed on the right side of the question. The paragraphs can be found on the front page of this file folder.

1. What is a pattern? (see paragraph 1)

2. What is a pattern book? (see paragraph 1)

3. What information will you need to know before you buy a pattern? (see paragraph 3)

ANSWER SHEET for LESSON 1 Name________________________________

EXERCISES

1. Sentence for Pattern, Pattern book, Pattern Company

2. Names of Pattern Companies

REVIEW

1.

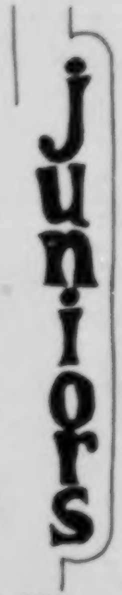
2.

3.

LESSON 2: Inside the Pattern Book

Go to the area in your classroom that has pattern books. Bring one of these to your desk.

Open the pattern book and find the section that shows patterns fitted to your figure type. You have already found your size and figure type in class. The section might be marked by a tab like the one shown at the right.



Look at the pictures in the sections that show patterns fitted to your figure type. Continue to look until you find the picture that shows the pattern you might want to make.

When you have chosen a pattern you feel may be right for you, find the pattern number. There are four numbers in the pattern number. These are written in large print as shown below:

4157

In LESSON 1 you found that you need to know the name of the PATTERN COMPANY when you buy a pattern. You will also need to know your FIGURE TYPE, your SIZE, and the PATTERN NUMBER. If you do not know these things the store clerk will not be able to find the pattern you have chosen.

EXERCISES for LESSON 2

You are not to write on this paper. Complete all answers on the ANSWER SHEET for LESSON 2.

1. List four sections that can be found in a pattern book.

2. Look through the many different pattern books in your classroom. Find a pattern you would like to make for yourself. When you have found a pattern write down this information about your pattern:
    1. PATTERN COMPANY
    2. PATTERN NUMBER
    3. YOUR FIGURE TYPE
    4. YOUR SIZE

REVIEW for LESSON 2

Read the questions on this page. Write your answers on the ANSWER SHEET. Check your answers by looking back to the paragraph listed on the right side of the question. The paragraphs can be found on the front page of this file folder.

1. What is your figure type?

2. What is your size?

3. What section of the pattern book would you go to if you wanted to make a garment for yourself? (see parpgraph #2)

4. Before you buy a pattern, what four things do you need to know? (see paragraph #5)

Name________________________________

ANSWER SHEET for LESSON 2

EXERCISES

1. Four other sections in Pattern Book

    a.

    b.

    c.

    d.

2. Information about your pattern

    a. PATTERN COMPANY

    b. PATTERN NUMBER

    c. YOUR FIGURE TYPE

    d. YOUR SIZE

REVIEW

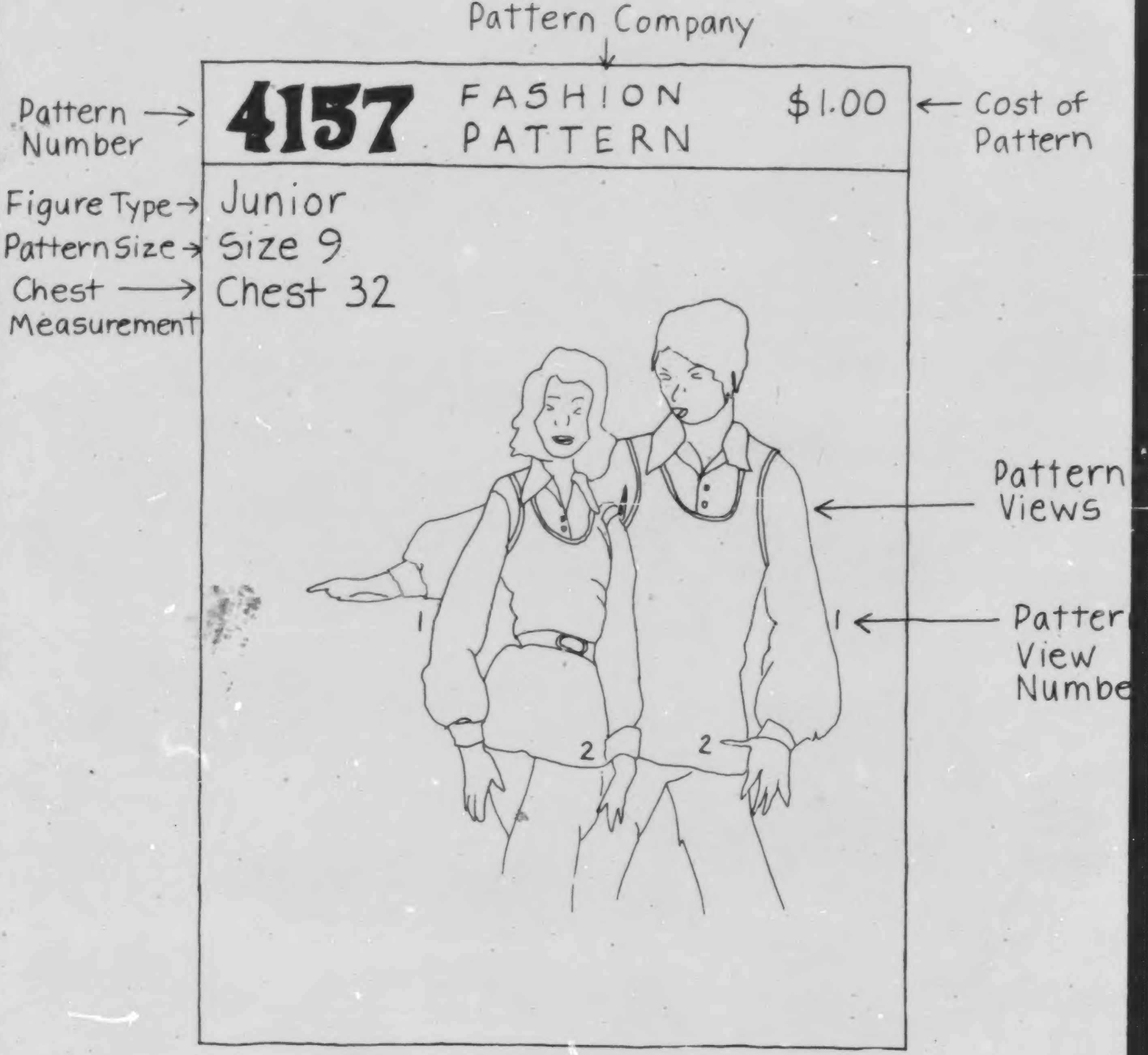
1.

2.

3.

4.

Lesson 3: Front of Pattern Envelope



PATTERN ENVELOPE FRONT

LESSON 3: FRONT OF THE PATTERN ENVELOPE

After you find the right pattern for you, ask the store clerk to bring the pattern to you. The store clerk will give you a large envelope that contains all of the information you will need to complete your pattern.

You will want to understand how to read a pattern. In order to do this, look at each part of the pattern separately.

The front of the pattern envelope has the same information talked about in the folder on the pattern book. It also has some additional information you will need to know. By looking at the front of the pattern you can see, at a glance, if you have the right pattern.

The pattern envelope front shows the name of the PATTERN COMPANY, the PATTERN NUMBER, FIGURE TYPE and PATTERN SIZE. Find these things on the pattern envelope front shown on the front of this folder. If you do not remember what they are, look back to Lessons 1 and 2.

The CHEST MEASUREMENT for the pattern is also given on the front of this pattern. This is one more help so you know if you have the right pattern.

You will notice the PATTERN VIEWS. Most often there are two or more of these to choose from. Each pattern view shows something different you can do with the pattern. You will want to choose one of these pattern views before you go on.

Near each pattern view you will notice a number or a letter. this is the PATTERN VIEW NUMBER or LETTER. There are the same number of pattern views as there are pattern view numbers or letters. You will need to know this number or letter when buying fabric and notions, and when sewing your pattern. Find the pattern view numbers or letters on the pattern envelope front on the front of this folder.

REVIEW for LESSON 3

Write your answers on ANSWER SHEET for LESSON 3.

1. Look at the picture on the front of this folder. It is the front of a pattern envelope. Find each of the following on the pattern envelope shown. Write the answers on your answer sheet.

    1. PATTERN COMPANY
    2. FIGURE TYPE
    3. PATTERN SIZE
    4. BUST MEASUREMENT
    5. NUMBER OF PATTERN VIEWS

2. Select one of the pattern envelopes found in this folder. Find each of the following on the pattern envelope shown. Write the answers on your answer sheet. When you have finished, take both the pattern envelope and answer sheet to your teacher to have it checked.

    1. PATTERN COMPANY
    2. FIGURE TYPE
    3. PATTERN SIZE
    4. BUST MEASUREMENT
    5. NUMBER OF PATTERN VIEWS

Name ______________________________

ANSWER SHEET LESSON 3

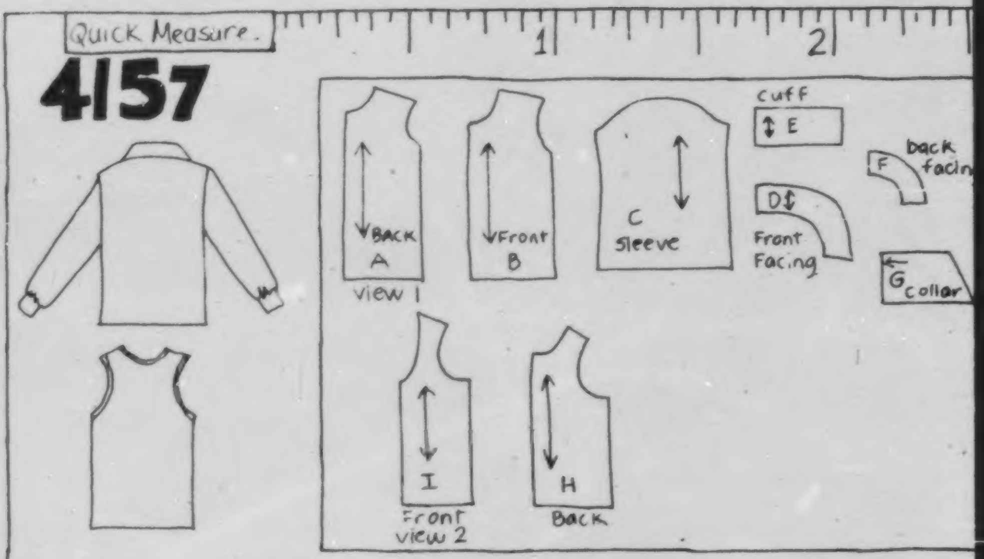
Pattern Envelope on Front of Lesson

1. PATTERN COMPANY ______________________________
2. FIGURE TYPE ______________________________
3. PATTERN SIZE ______________________________
4. BUST MEASUREMENT ______________________________
5. NUMBER OF PATTERN VIEWS ______________________

Other Pattern Envelope

1. PATTERN COMPANY ______________________________
2. FIGURE TYPE ______________________________
3. PATTERN SIZE ______________________________
4. BUST MEASUREMENT ______________________________
5. NUMBER OF PATTERN VIEWS ______________________

LESSON 4A: Back Of the Pattern Envelope



PATTERN PIECES →

BACK VIEW →

BOYS AND JUNIORS SHIRT AND PULLOVER TOP-The long sleeved boys and juniors shirt View 1 has a collar and set-in sleeves. The sleeves are gathered to buttoned cuffs. View 2 pullover top may be worn separately or with the shirt.

SUGGESTED FABRICS→

SUGGESTED FABRIC TYPES-
Pullover top: For knits only...not suitable for bonded knits
Shirt: Cottons and blends, seersucker, gingham

SEWING NOTIONS→

SEWING NOTIONS-Thread, bias seam binding
Shirt-10 ½" buttons; lace trim, opt.

The back of the pattern envelope can tell you many things. You will want to read it carefully. By doing this, you can tell if you really want to make the garment. The four main things you will want to look for are: back views, pattern pieces, suggested fabrics, and sewing notions.

Look at the back ot the pattern envelope pictured above. Notice the back view, the back view helps you to know just what the back of the garment will look like.

LESSON 4A (continued)

A second part shown on the back of the pattern envelope gives the number of pattern pieces the garment has. Each pattern piece is shown with its name and letter or number so you know just what to expect when you open the envelope. The picture of the pattern pieces helps you to know how hard the pattern is. Look back to the pattern envelope back on the cover of this folder. Find the area marked "PATTERN PIECES". How many pattern pieces do you see?

The section "Suggested Fabrics" will be of help when you are looking for fabric for your garment. You will want to use one of these suggested fabrics for making your garment. So you find the right fabric for your garment you might ask the clerk to point out some of these "suggested fabrics".

Sewing notions are extra things you need to make your garment. You may already have these at home. If you don't, you will have to buy them. Notice the sewing notions section on the pattern envelope back. Those listed first such as thread are needed for any view. Buy only those you will need. Some types of notions you might find listed on your pattern are thread, zipper, and bias seam binding.

Many times you will run across the term opt. Opt. is an abbreviation of optional. You don't need optional things but they do make your garment look special. Lace trim for a dress or blouse is often optional.

EXERCISES for LESSON 4A

You are not to write on this paper. Complete all answers on the ANSWER SHEET for LESSON 4A.

1. Find these words in the lesson.

   BACK VIEW — SUGGESTED FABRICS

   PATTERN PIECES — SEWING NOTIONS

   These words tell about parts (or sections) of the back of the pattern envelope. Write a sentence using these words and one thing that would be found in this section. If you need more help to understand any word, check with a sewing book or ask your teacher to help you. Write the sentence on your answer sheet.

2. Answer the following questions:

   A. By looking at the back views of this garment, do you think the pullover top or the shirt would be easier to sew?

   B. How many pattern pieces are required by this garment?

   C. Name two suggested fabrics for the shirt.

   D. What are the sewing notions needed by this garment?

   E. Which sewing notion is shown as optional?

Name ______________________________

ANSWER SHEET for LESSON 4A

1. Sentences

2. Pattern Envelope Back

A.

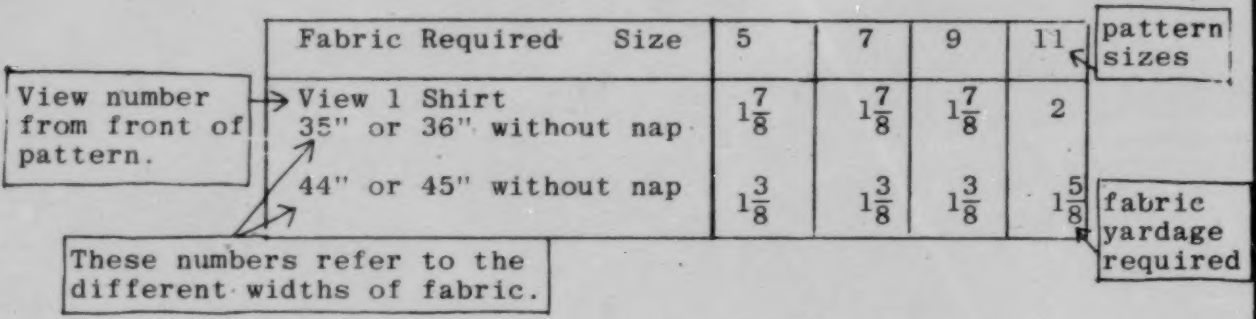
B.

C.

D.

E.

LESSON 4B: Pattern Envelope Back - The Fabric Chart



Fabric Required Size	5	7	9	11
View 1 Shirt 35" or 36" without nap	$1\frac{7}{8}$	$1\frac{7}{8}$	$1\frac{7}{8}$	2
44" or 45" without nap	$1\frac{3}{8}$	$1\frac{3}{8}$	$1\frac{3}{8}$	$1\frac{5}{8}$

View number from front of pattern.

These numbers refer to the different widths of fabric.

pattern sizes

fabric yardage required

How do you know how much fabric to buy for the garment you have chosen to make?

Pictured above is a fabric chart which could be found on the back of the pattern envelope. The fabric chart tells you just how much fabric you will need for your garment.

The fabric chart looks hard to use at first. To make the chart easier to read, follow the "Six Steps to Finding the Right Amount of Fabric for your Garment". The "Six Steps" are:

Step 1: Find the view number that matches the picture on the envelope front. Underline the view number.

Step 2: Find your pattern size on the chart. Circle the right size.

Step 3: Find the width of the fabric you have chosen under the view you underlined. Circle the right width.

Step 4: Draw a line across the chart from the width you circled.

Step 5: Draw a line down the chart from the pattern size you circled.

Step 6: Circle the number where the two lines meet. That is the amount of fabric you will need for you garment.

LESSON 4B (continued)

Fabric Required	JUNIOR Sizes	7	9	11	13
View 1 Shirt	35" or 36" without nap	$2\frac{1}{4}$	$2\frac{1}{4}$	$2\frac{1}{4}$	$3\frac{1}{8}$
	44" or 45" without nap	$1\frac{1}{2}$	$1\frac{1}{2}$	$1\frac{1}{2}$	$2\frac{1}{4}$
	54" without nap	$1\frac{1}{8}$	$1\frac{1}{8}$	$1\frac{1}{8}$	$1\frac{1}{4}$
View 2 Pullover Top	35" or 36" without nap	2	2	2	$2\frac{1}{8}$
	44" or 45" without nap	$1\frac{1}{8}$	$1\frac{1}{8}$	$1\frac{1}{8}$	$1\frac{1}{4}$
	54" without nap	1	1	1	$1\frac{1}{8}$

View 1 or 2 Interfacing $\frac{1}{2}$yd. 25", 32", 35", 36" woven or non-woven fab.

Look at the fabric chart above. It shows you how to follow the "Six Steps to Finding the Right Amount of Fabric for your Garment". Pretend you are going to sew View 1 Shirt. You wear a size 9 pattern. You plan to buy fabric without nap that is 45 inches wide. Looking at the chart above you can see these steps have been followed to find how much fabric you will need. You will need $\underline{1\frac{1}{2}}$ yards to make this garment.

REVIEW LESSON 4B

You are not to write on this paper. Complete all answers on the ANSWER SHEET for LESSON 4B. You will need THREE different COLORED PENCILS for this review.

Find out how much fabric you would need if you were to make the garment. Use the chart on the Answer Sheet to find your answers. Remember to follow the "Six Steps".

1. Use one of your colored pencils to find the answer. You plan to make View 1 skirt. You wear a Size 11. You plan to buy fabric that is 36" wide.

   How much fabric will you need? ___ yards

2. Choose a different colored pencil to answer question 2. You plan to make View 2 Pullover top. You wear a size 7. You plan to buy fabric that is 36" wide.

   How much fabric will you need? ___ yards

3. Use the third colored pencil to answer question 3. You plan to make View 2 Pullover top. You wear a size 13. You plan to buy fabric that is 54" wide.

   How much fabric will you need? ___ yards

ANSWER SHEET for LESSON 4B

Fabric Required	JUNIOR Sizes	7	9	11	13
View 1 Shirt	35" or 36" without nap	$2\frac{1}{4}$	$2\frac{1}{4}$	$2\frac{1}{4}$	$3\frac{1}{8}$
	44" or 45" without nap	$1\frac{1}{2}$	$1\frac{1}{2}$	$1\frac{1}{2}$	$2\frac{1}{4}$
	54" without nap	$1\frac{1}{8}$	$1\frac{1}{8}$	$1\frac{1}{8}$	$1\frac{1}{4}$
View 2 Pullover Top	35" or 36" without nap	2	2	2	$2\frac{1}{8}$
	44" or 45" without nap	$1\frac{1}{8}$	$1\frac{1}{8}$	$1\frac{1}{8}$	$1\frac{1}{4}$
	54" without nap	1	1	1	$1\frac{1}{8}$

View 1 or 2 Interfacing $\frac{1}{2}$yd. 25", 32", 35", 36" woven or non-woven fab.

1. ______________ yards

2. ______________ yards

3. ______________ yards

To The Teacher

Title: Construction Aids

Substantive Area: Family Clothing and Textiles

Pattern Layout, Cutting and Marking Bulletin Board:

Instructional Approach:

Prior to the bulletin board presentation, the student will have taken figure measurements to determine pattern size needed; selected appropriate pattern and fabric; purchased pattern, fabric, and notions; used appropriate methods to preshrink fabric; and made necessary pattern adjustments.

After completing these, the bulletin board could be used to introduce the unit on "Pattern Layout, Cutting, and Marking" to the students. The bulletin board can continue to be used as a visual aid as the student progresses through the unit, remaining in place while the student works on his/her own pattern.

The Pattern Bulletin Board is prepared using media listed below. Color coding pattern pieces may help the student to understand the relationship between the pattern guide and pattern execution. Further, a relationship among the steps of pattern layout, cutting and marking may be better understood. A "stop" sign may be placed at intervals to remind students that work needs to be checked by the teacher before proceeding.

Supportive Media:

The following materials will be needed to complete the background for the bulletin board.

- burlap or other appropriate fabric for backing.
- strips or wide trim or other appropriate fabric for box markings.
- black pellon or other fabric that will not ravel for lettering. Fabric may be starched for ease in use.

In addition, these materials will be needed, as designated, to complete pictures.

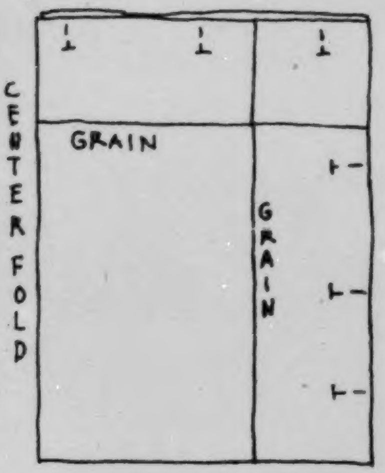
- fabric samples, similar to those required for students projects.
- contrasting thread to show grain line. A small magnifying glass may be placed near or on fabric so student is better able to see grain of the fabric.
- pins
- pattern guide - actual or facsimile showing pattern similar to that required in class.
- pattern pieces; half sizes, pattern pieces from doll pattern or children's patterns.
- tape measures - actual or facsimile.
- paper scissors.
- tracing wheel and tracing paper.

Clothing Construction Score Card:

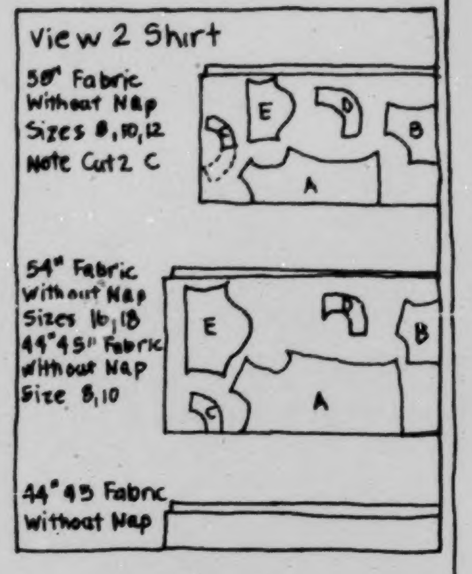
Instructional Approach:

This scorecard is to be used by students for self-evaluation of garment.

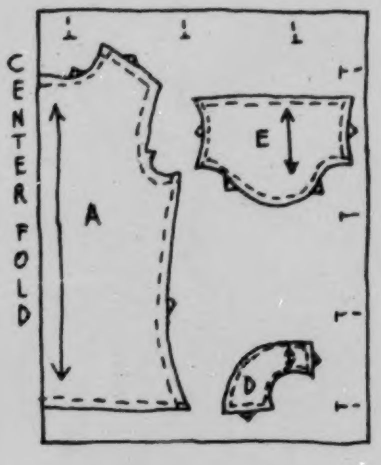
1. PREPARE FABRIC



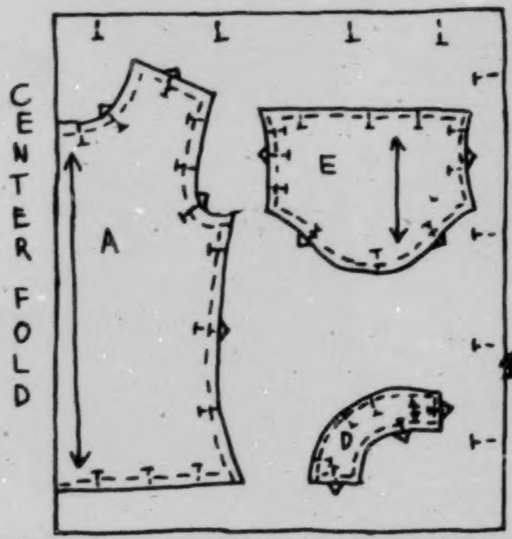
2. USE PATTERN GUIDE



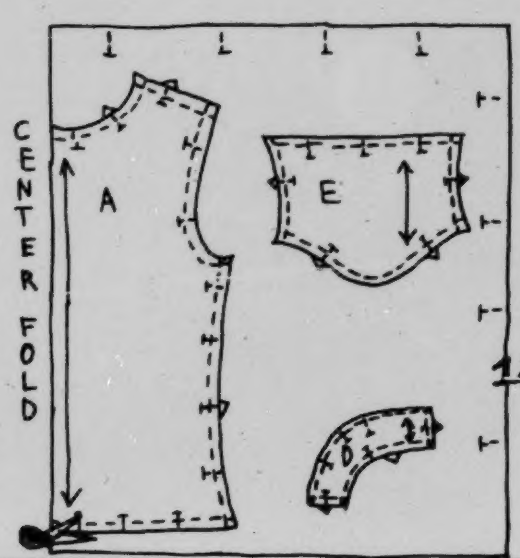
3. LAYOUT PATTERN PIECES



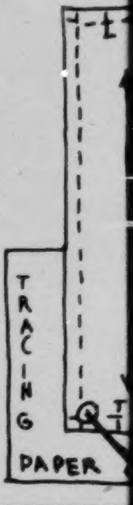
5 PIN



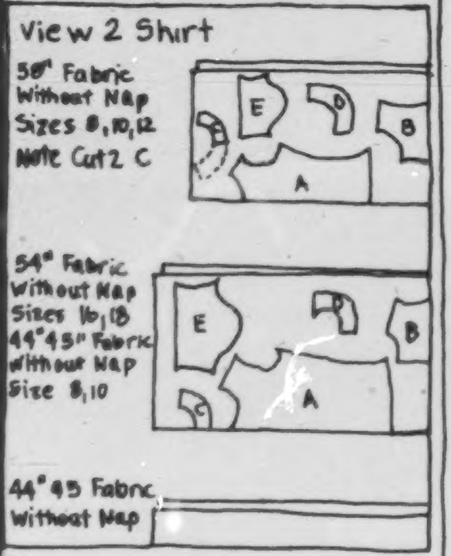
6. CUT OUT



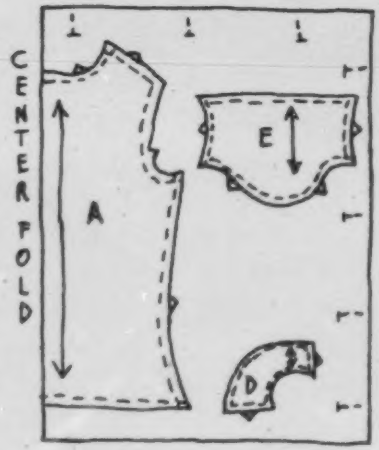
7. MAR



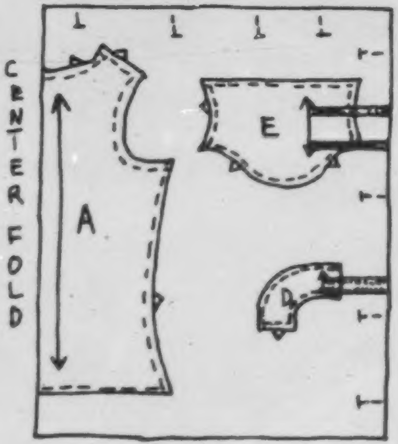
USE PATTERN GUIDE


View 2 Shirt
58" Fabric Without Nap Sizes 8,10,12 Note Cut 2 C
E
D
B
A
54" Fabric Without Nap Sizes 16,18
44"45" Fabric Without Nap Size 8,10
E
D
B
C
A
44"45 Fabric Without Nap

3. LAYOUT PATTERN PIECES



4. MEASURE



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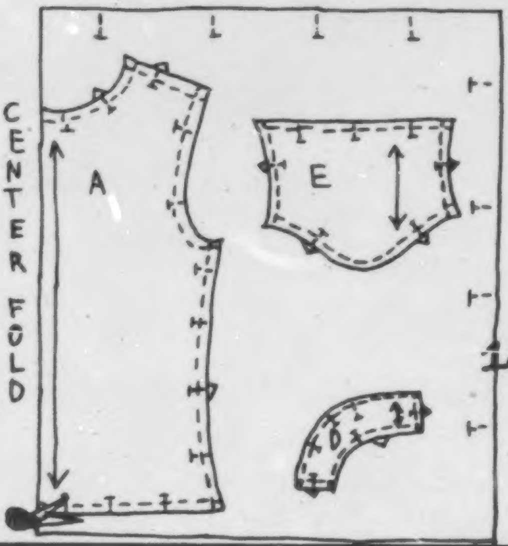
6. CUT OUT



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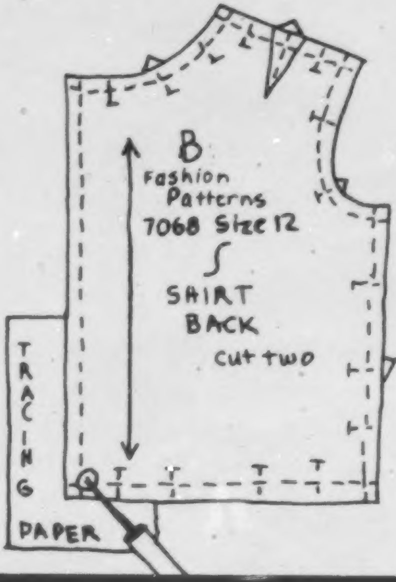
7. MARK



Clothing Construction Score Card Name ____________________

Use this score card to grade your own work.
Check 1 for poor, 2 for fair, 3 for good and 4 for excellent.

	Poor 1	Fair 2	Good 3	Best 4
Selection				
Material is suited to pattern.				
Material is a good choice for me.				
Material is suited to my figure type.				
Stitching				
Sewing machine stitching is straight.				
Staystitching is correctly placed.				
Seams				
Seams are 5/8 inch wide.				
Seams are pressed open.				
Darts				
Darts are tapered > to a point.				
Horizontal darts (—) are pressed down.↓				
Verticle darts (|) are pressed to the center of the garment.				
Collar, Facings, Wasteline, Waistband				
Collar is evenly shaped.				
Facings are correctly sewn and pressed.				
Waistline or waistband is even and lies flat.				
Zipper				
Zipper is free from bumps and puckers.				
Topstitching on the zipper is straight.				
Hem				
Hem is straight.				
Hem looks neat on the right side of garment.				
Hem looks neat on the inside of garment.				

	Poor 1	Fair 2	Good 3	Best 4
Fastenings				
Buttons, hooks, eyes, and snaps are well fastened.				
Buttonholes are straight and correctly placed.				
Finishing details				
Garment is neatly pressed.				
Garment is clean.				
There are no loose threads.				
Garment fits my figure and looks good on me.				
Fabric and pattern information sheet is attached to my garment.				

Think about your garment as a whole.
Write about 3 tasks you did well.

List 3 tasks you could do better next time.

To The Teacher

Title: Fibers and Fabrics*

Substantive Area: Family Clothing and Textiles

Performance Objectives:

The student will:
1. identify different fibers and fabrics.
2. identify the different words used to describe fibers and fabrics.

Special Instructions:

Instructional Approach:

All or part of the instructional materials in the collection can be used depending on the needs of the students. These materials are designed to fit into the teacher's fiber and fabric unit. Prior to using this booklet, a lesson explaining fibers and fabrics should occur.

The pretest is to be given prior to the beginning of the unit. The "Fiber and Fabric Word Hunt" and "Fiber Description Word Hunt" are designed to be used prior to using Natural and Man-Made Fibers booklet. The materials are designed to help the student become familiar with the various terms used.

The "Fiber and Fabric Word Terms" could be used after the Word Hunt or during other parts of the unit. The Crossword Puzzle and Round-About Puzzle have been designed to be used as reinforcement devices after the booklet has been completed. The post-test is given at the end of the unit. The words used in the various experiences have been included at the bottom of each exercise. If the teacher finds it appropriate, these words may be cut off.

Supportive Media

A. After the students have taken the pre-test, the filmstrip "Textiles for Today" (Celanese Fibers Marketing Company) may be useful for introducing a unit on fibers and fabrics. The producers have combined information on various fibers and fabrics with actual clothing and home furnishings examples which use these fibers and fabrics.

B. The following materials are needed:
- Two inch square swatches of the following fabrics to be attached to designated boxes in the fiber and fabric booklet.

1. acetate
2. acrylic
3. cotton
4. glass
5. linen
6. metallic
7. nylon
8. polyester
9. rayon
10. silk
11. spandex
12. wool

C. A bulletin board "Fibers and Fabrics: Natural and Man-Made" may be assembled to help students understand relationships involved.

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* This entire section was developed by Joette L. Kuiken, Graduate Assistant, as part of her thesis for the MS - Home Economics Education.

D. In order to illustrate specific concepts from the unit, various demonstrations may be given. Some suggestions for demonstrations are:

Twisted ribbon: To demonstrate pull a piece of gift ribbon over the blade of a pair of scissors.

Fading: The teacher might have students expose a piece of fabric (deep, solid colors work best) to sunlight. Tape different types of fabrics to window for a period of time to determine colorfastness to sunlight. The teacher might do this ahead of time for illustrative material, as this takes a long time at the window.

Another way to show fading would be to use a garment which has faded - check inside of cuffs, pockets, undercollars, etc., for fabric that has faded.

Absorption: Using strips of differnt types of fabrics partially dip each into a glass of water.

Heat sensitivity: Put a hot iron on the acetate tricot side of a bonded piece of fabric.

Instructions for Evaluation

I. The EMR student benefits from immediate reinforcement. In order to give the student this reinforcement various questions could be asked upon completion of each fiber page. Examples of types of questions the teacher could ask are:

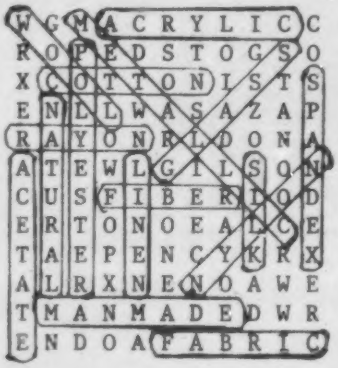
A. Is this a natural or man-made fiber?
B. What are some characteristics of this fiber?
C. What kinds of garments can be made from these fiber's fabrics?
D. How do you take care of these garments?

II. Answer Keys:

A. Pre-Post Test

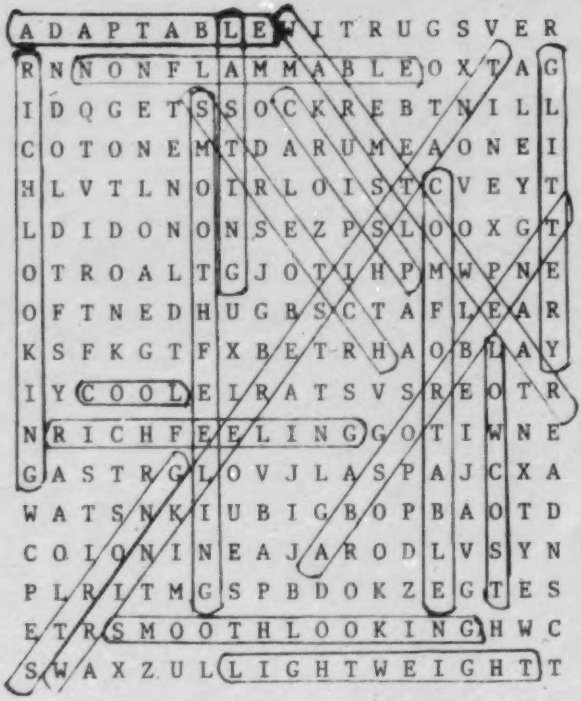
1. False
2. True
3. False
4. True
5. True
6. B
7. A
8. B
9. C
10. C

B. Fiber and Fabric Hunt



W G M A C R Y L I C C
R O P E D S T O G S O
X C O T T O N I S T S
E N L L W A S A Z A P
R A Y O N R L D O N A
A T E W L G I L S O N
C U S F I B E R I O D
E R T O N O E A L C E
T A E P E N C Y K R X
A L R X N E N O A W E
T M A N M A D E D W R
E N D O A F A B R I C

C. Fiber Description Word Hunt



A D A P T A B L E W I T R U G S V E R
R N N O N F L A M M A B L E O X T A G
I D Q G E T S S O C K R E B T N I L L
C O T O N E M T D A R U M E A O N E I
H L V T L N O I R L O I S T C V E Y T
L D I D O N O N S E Z P S L O O X G T
O T R O A L T G J O T I H P M W P N E
O F T N E D H U G B S C T A F L E A R
K S F K G T F X B E T R H A O B L A Y
I Y C O O L E L R A T S V S R E O T R
N R I C H F E E L I N G G O T I W N E
G A S T R G L O V J L A S P A J C X A
W A T S N K I U B I G B O P B A O T D
C O L O N I N E A J A R O D L V S Y N
P L R L T M G S P B D O K Z E G T E S
E T R S M O O T H L O O K I N G H W C
S W A X Z U L L I G H T W E I G H T T

D. Fiber and Fabric Word Terms

A. Fiber Word Scramble

1. silk
2. metallic
3. rayon
4. cotton
5. linen
6. polyester
7. acrylic
8. acetate
9. wool
10. spandex
11. glass
12. nylon

B. Fiber Description Word Terms

1. lasting
2. crisp
3. low cost
4. adaptable
5. nonflammable
6. strong
7. glittery
8. stretch
9. wrinkle resistant
10. warm to wear
11. absorbent
12. cool

E. Fiber and Fabric Crossword Puzzle

Across

1. linen
4. silk
6. man-made
7. wool
9. acetate
10. rayon
11. glass

Down

2. nylon
3. polyester
4. spandex
5. cotton
6. metallic
8. natural
9. acrylic

F. Round-About Fiber and Fabric Puzzle

1. glitters
2. stretched
3. durable
4. elastic
5. crimp
6. polyester
7. rich feel
8. luster
9. resist wrinkles
10. smooth feel
11. lasting

Name ______________________

PRE-POST TEST

Directions: The following five statements are either true or false. Circle T or F.

T F 1. Metallics have a dull look.

T F 2. Acrylic fabrics are lightweight and warm.

T F 3. When ironing acetate fabrics, set the iron on "high".

T F 4. Polyester fabrics are easy to care for.

T F 5. Silk fabrics have a rich feel and look.

Directions: Circle the letter at the left of the statement which best completes the statement.

6. The natural fiber that is thought to be the most adaptable of fibers is:

   A. Wool
   B. Cotton
   C. Polyester

7. The man-made fibers that can be made to look like wool or fur are:

   A. Acrylics
   B. Acetates
   C. Polyesters

8. The man-made fiber that is strong and nonflammable is:

   A. Acrylic
   B. Glass
   C. Rayon

9. The fabric made from a natural fiber that is warm to wear and naturally bulky is

   A. Linen
   B. Cotton
   C. Wool

10. Fabrics made from these yarns are glittery. They are:

   A. Acetate
   B. Glass
   C. Metallics

NAME ______________________

FIBER AND FABRIC HUNT

Sixteen words that have to do with fiber and fabrics can be found in the box below. Hunt for these words. They may be across (→), down (↓), or at an angle (↘ ↗). When you find the word, circle it.

1. Acetate
2. Acrylic
3. Cotton
4. Fabric
5. Fiber
6. Glass
7. Linen
8. Man-made
9. Metallic
10. Natural
11. Nylon
12. Polyester
13. Rayon
14. Silk
15. Spandex
16. Wool

W G M A C R Y L I C C

R O P E D S T O G S O

X C O T T O N I S T S

E N L L W A S A Z A P

R A Y O N R L D O N A

A T E W L G I L S O N

C U S F I B E R I O D

E R T O N O E A L C E

T A E P E N C Y K R X

A L R X N E N O A W E

T M A N M A D E D W R

E N D O A F A B R I C

Choose eight words you found in the word hunt. For each word you have chosen, write a sentence using it. Use both the word and one characteristic that describes it in the sentence. Write your sentence on a different sheet of paper.

Name ____________________

FIBER DESCRIPTION WORD HUNT

Eighteen words that describe fibers and fabrics can be found in the box below. Hunt for these words. They may be across (→), down (↓), or at an angle (↘↗). When you find the word, circle it.

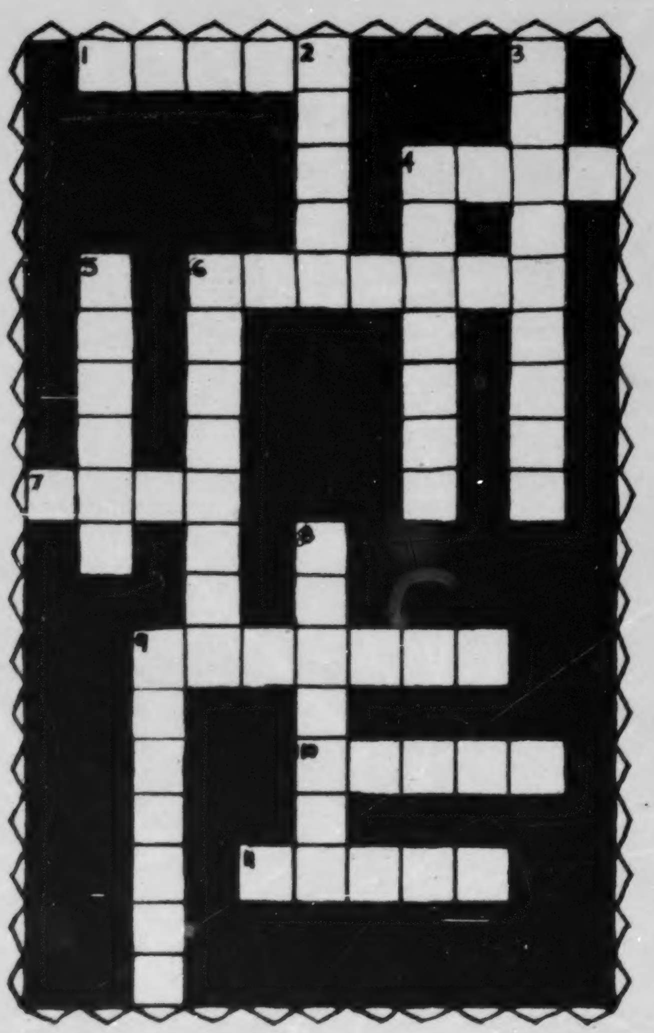
1. Absorbent
2. Adaptable
3. Cool
4. Comfortable
5. Crisp
6. Glittery
7. Lasting
8. Lightweight
9. Low cost
10. Nonflammable
11. Rich feeling
12. Rich looking
13. Smooth feeling
14. Smooth looking
15. Stretch
16. Strong
17. Warm to wear
13. Wrinkle resistant

A	D	A	P	T	A	B	L	E	W	I	T	R	U	G	S	V	E	R
R	N	N	O	N	F	L	A	M	M	A	B	L	E	O	X	T	A	G
I	D	Q	G	E	T	S	S	O	C	K	R	E	B	T	N	I	L	L
C	O	T	O	N	E	M	T	D	A	R	U	M	E	A	O	N	E	I
H	L	V	T	L	N	O	I	R	L	O	I	S	T	C	V	E	Y	T
L	D	I	D	O	N	O	N	S	E	Z	P	S	L	O	O	X	G	T
O	T	R	O	A	L	T	G	J	O	T	I	H	P	M	W	P	N	E
O	F	T	N	E	D	H	U	G	B	S	C	T	A	F	L	E	A	R
K	S	F	K	G	T	F	X	B	E	T	R	H	A	O	B	L	A	Y
I	Y	C	O	O	L	E	I	R	A	T	S	V	S	R	E	O	T	R
N	R	I	C	H	F	E	E	L	I	N	G	G	O	T	I	W	N	E
G	A	S	T	R	G	L	O	V	J	L	A	S	P	A	J	C	X	A
W	A	T	S	N	K	I	U	B	I	G	B	O	P	B	A	O	T	D
C	O	I	O	N	I	N	E	A	J	A	R	O	D	L	V	S	Y	N
P	L	R	I	T	M	G	S	P	B	D	O	K	Z	E	G	T	E	S
E	T	R	S	M	O	O	T	H	L	O	O	K	I	N	G	H	W	C
S	W	A	X	Z	U	L	L	I	G	H	T	W	E	I	G	H	T	T

Choose 10 words you found in the word hunt. Write a sentence for each word using both the word and one of the fabrics it describes. Write your sentences on a different sheet of paper.

NAME ______________________________

FIBER AND FABRIC CROSSWORD PUZZLE



ACROSS

1. cool, crisp and comfortable (natural fiber)
4. rich looking and feeling (natural fiber)
6. fiber made by man from chemicals
7. warm to wear (natural fiber)
9. smooth feeling and looking (man-made fiber)
10. adaptable and low cost (man-made fiber)
11. strong and nonflammable (man-made fiber)

DOWN

2. strong and lasting (man-made fiber)
3. strong and wrinkle resistant (man-made fiber)
4. lightweight; will stretch (man-made fiber)
5. absorbent and comfortable (natural fiber)
6. glittery fiber
8. fibers found in nature
9. warm and lightweight (man-made fiber)

The words used in the puzzle are: acetate, acrylic, cotton, glass, linen, man-made, metallic, natural, nylon, polyester, rayon, silk, spandex, wool

Round - About Puzzle Clues

Read each clue below. When you think you have the correct answer, look at the puzzle. Find the number on the puzzle that is the same as the number of the clue. See also if there are the right number of spaces. Remember, the last letter of your answer will be the same as the first letter of the next word. If the answer fits, write it in the puzzle. The first word is filled in for you.

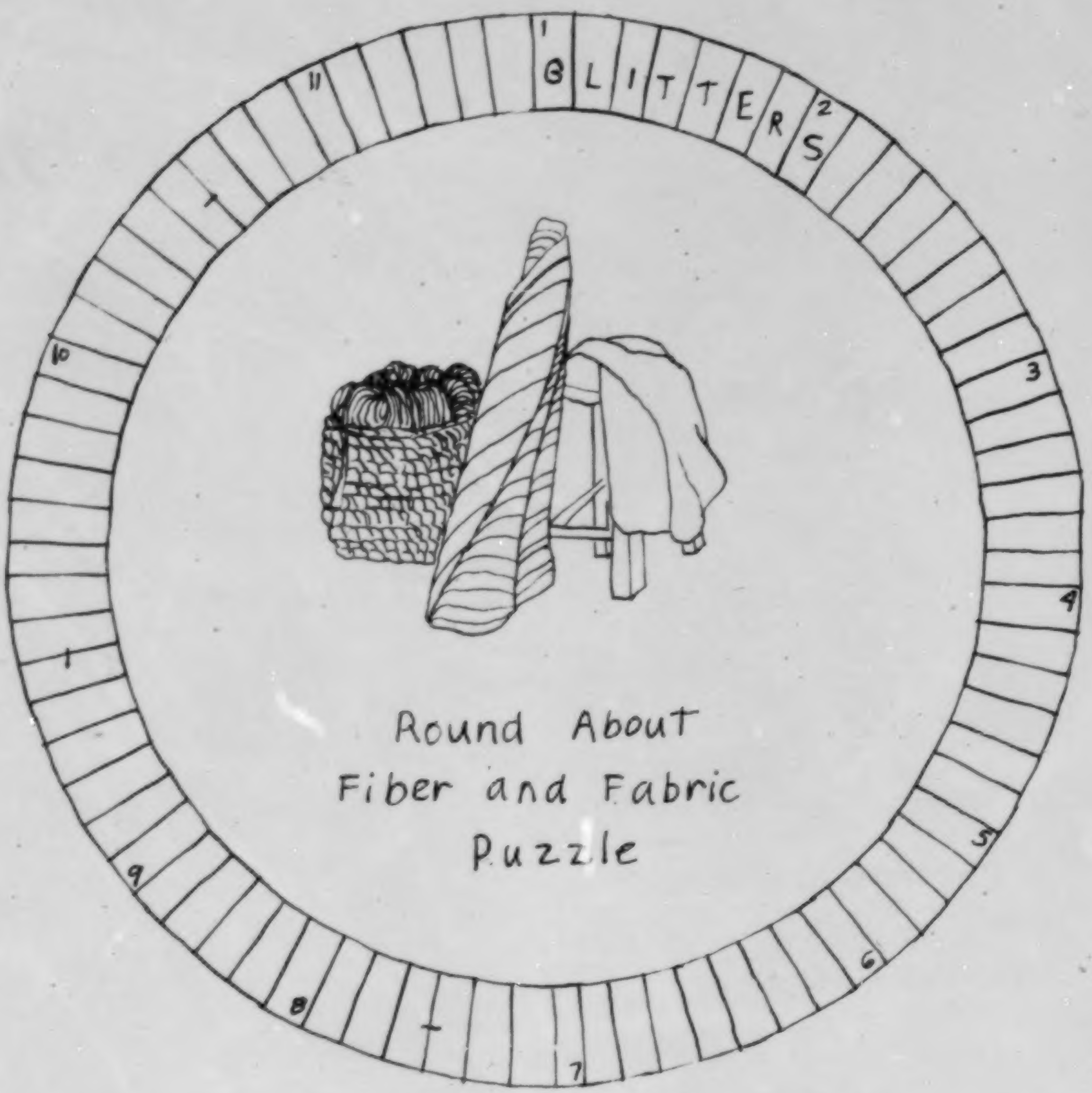
1. A metallic yarn ____________.
2. Spandex is very much like a rubber band because it can be ____________.
3. Wool garments can take a lot of wear. This is because they are ____________.
4. Spandex can be stretched and will go back into shape when you stop stretching it. This is because spandex is ____________.
5. Wool fibers are naturally curly. This is called a natural ____________.
6. An example of a fabric that is strong and wrinkle resistant is ____________.
7. Silk fabrics have a rich look and ______ - ________.
8. Acetate fabrics have a glossy look. This is called a high ____________.
9. Acrylics and polyesters do not wrinkle easily. Therefore, these fabrics ________ - ________.
10. Acetate fabrics have a smooth look and ________-_________.
11. Nylon has great strength and will not wear out quickly. It is long __________.

The words used in the puzzle are: crimp, durable, elastic, glitter, lasting, luster, polyester, resist wrinkles, rich feel, smooth feel, stretched.

Name ______________________

Round - About Fiber and Fabric Puzzle

The words in this puzzle run together. The first letter of each word is the last letter of the word before it. This letter is written in the puzzle. Clues are given on another page.



Name______________________________

FIBER AND FABRIC WORD TERMS

I. FIBER WORD SCRAMBLE

Change around the letters to find fiber words. The first letter in the word is given to you.

1. kils S _ _ _
2. leticmal M _ _ _ _ _ _ _
3. yonar R _ _ _ _
4. notcot C _ _ _ _ _
5. lienn L _ _ _ _
6. lotpersey P _ _ _ _ _ _ _ _
7. cyrliac A _ _ _ _ _ _
8. caatete A _ _ _ _ _ _
9. lowo W _ _ _
10. xedpans S _ _ _ _ _ _
11. slags G _ _ _ _
12. nolyn N _ _ _ _

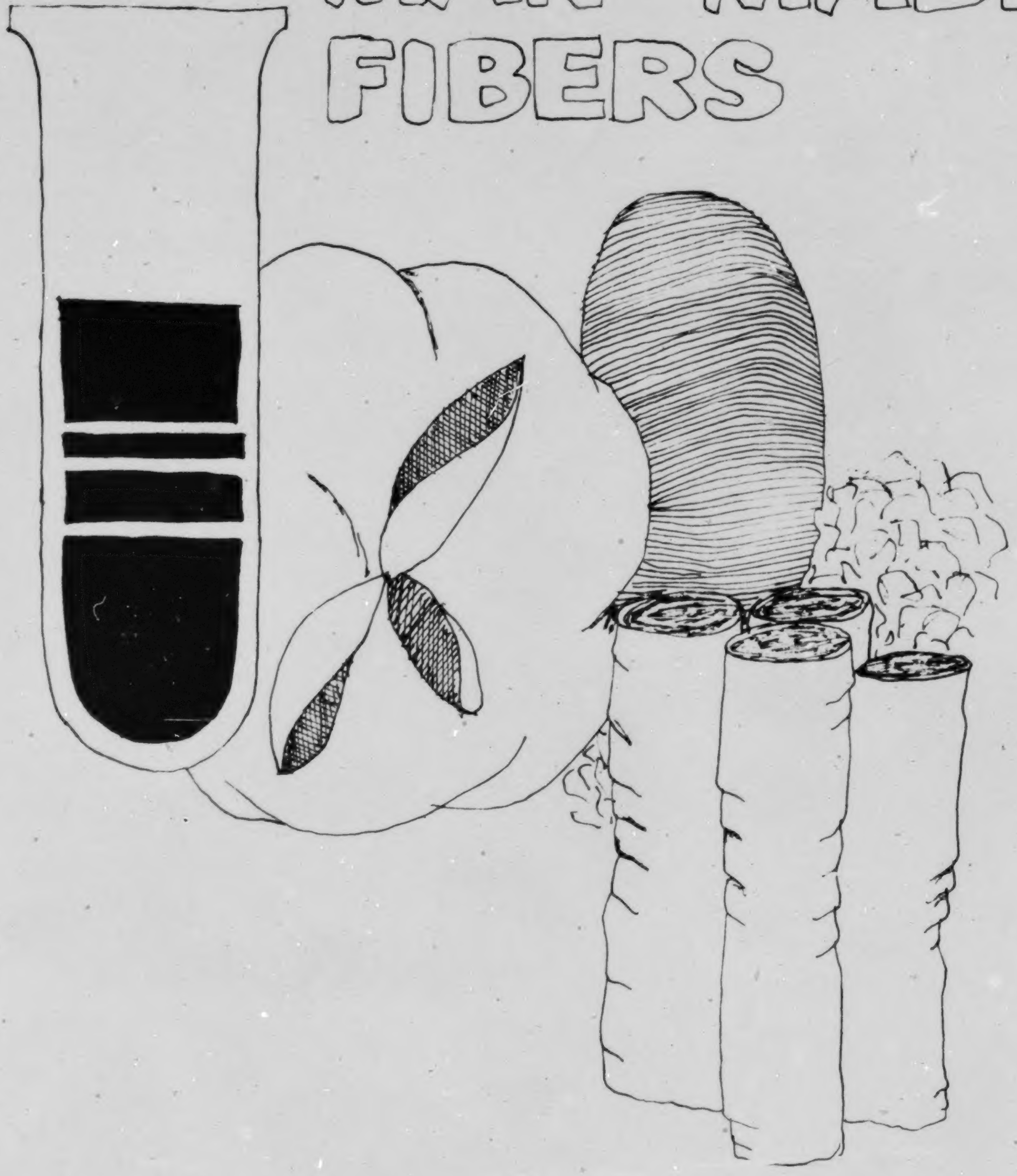
II. FIBER DESCRIPTION WORD TERMS

Change around the letters to find the words that describe fibers. The first letter in the word is given to you.

1. gaslnit L _ _ _ _ _ _
2. cpirs C _ _ _ _
3. wol soct L _ _ C _ _ _
4. atbledapa A _ _ _ _ _ _ _ _
5. manonfebmall N _ _ _ _ _ _ _ _ _ _ _
6. gnorts S _ _ _ _ _
7. yettglir G _ _ _ _ _ _ _
8. srettch S _ _ _ _ _ _
9. klewnir sisernatt W _ _ _ _ _ _ R _ _ _ _ _ _ _ _
10. rawn ot aerw W _ _ _ T _ W _ _ _
11. setrobban A _ _ _ _ _ _ _ _
12. loco C _ _ _

The words used are: absorbent, acetate, acrylic, adaptable, cool, cotton, crisp, glass, glittery, lasting, linen, low cost, metallic, nonflammable, nylon, polyester, rayon, silk, spandex, stretch, warm to wear, wool, wrinkle resistant

NATURAL and MAN-MADE FIBERS



fabric Swatch

cotton

Cotton is a natural fiber. It comes from a cotton plant which grows best in warm climates. Cotton is one of the world's most common fibers for clothing.

Have you ever pulled a cotton boll apart and felt the cotton fibers? If you did, you found the cotton fibers feel smooth. Cotton fibers look like twisted ribbon. They have many different lengths. The longer cotton fibers are stronger than the shorter ones.

Cotton is thought to be the most adaptable of fibers. Many different kinds of garments can be made from cotton fabrics. They are used for dresses, shorts, sportshirts, and underwear.

Clothes made from cotton are comfortable to wear. Because cotton can absorb moisture, it is especially good for summer wear. Many cotton fabrics are easy to wash. When buying a garment made from cotton, it is best to check if the garment has been treated to prevent shrinkage. If the garment has not been treated, it may not fit right after washing.

Sunlight fades colored cotton fabrics. This fading can be prevented somewhat when the fabric is made.

fabric swatch

linen

Linen is a natural fiber. Linen fibers are found in the stalk or stem of the flax plant.

A lot of work must be done to make fibers from the flax plant. Because of this, linen fabrics cost more than many other kinds of fabrics.

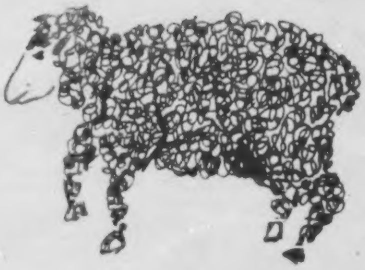
Feel the swatch of linen fabric on the top of this page. How does it feel to you? Linen usually feels cool and crisp to the touch.

Linen is able to absorb moisture. Because of its cool feel and because it can absorb a lot of moisture, linen is very comfortable to wear in warm weather.

The linen fibers are very strong. Linen fabric is able to take much wear. Linen is used in making things like tablecloths and napkins.

Fold the swatch of fabric on the top of this page. Run your finger along the fold. Now unfold it. Is there a mark where you folded the linen fabric? Usually a mark is left because linen wrinkles easily. Now a special finish is often added so the linen fabric resists wrinkles.

fabric swatch



wool

Wool is a natural fiber. It comes from the fleece (or covering) of sheep or lamb.

Wool fibers have a natural crimp. This means the fibers are naturally curly. Look at the picture of the sheep above. Notice how curly the fleece looks.

Wool yarns are usually thicker than yarns of other fibers. Feel the fabric swatch above. Feel some of the other fabrics in this booklet. Does the wool swatch feel thick?

Wool garments are warmer than those of cotton, linen or silk. Because of being thick and warm, wool is often used for winter clothing. Wool may be used for sweaters, coats, caps, and mittens.

Have you ever noticed wrinkles in a wool garment you have worn? You may have hung the garment on a hanger and let it rest a few days. When you put the garment on again the wrinkles were gone. This is because wool can spring back to shape.

Wool garments are durable. This means they can withstand a lot of wear. If a wool garment is able to be washed, it needs to be handled carefully. If it is not handled carefully, you could ruin the garment by shrinking it.

fabric swatch

silk

Silk is a natural fiber. It comes from the cocoons of wild or cultivated silk worms.

The silk worm spins a cocoon, like the one shown above. When the cocoon is unwound, one long continuous thread, called a filament is found. This long filament is silk. Silk was the only long-filament fiber until man-made fibers were introduced.

Most silk is naturally smooth and shiny. A finish can be applied to make it dull. Feel the fabric swatch above. Does it feel smooth and look shiny or is it dull?

Silk is light and airy. It also has lovely draping qualities that make it especially nice for scarves and good dresses. However, silk will water spot. You need to be careful when wearing silk so you do not spill on it.

One of the problems of silk is that is is sensitive to perspiration. Many times,a dark line will form under the arms. This can be avoided by wearing dress shields.

Silk is easily damaged. Because of this it needs special care, such as washing by hand rather than in a machine.

fabric swatch

rayon

Rayon is the oldest of the man-made fibers. Rayon is made from two parts: one part from the cellulose of wood chips or cotton linters and the other part from chemicals.

Rayon is an adaptable fiber. It can be made into fabrics that are soft or crisp...bright or dull...lightweight or bulky... sheer or opaque...smooth or textured. How would you describe the fabric swatch above?

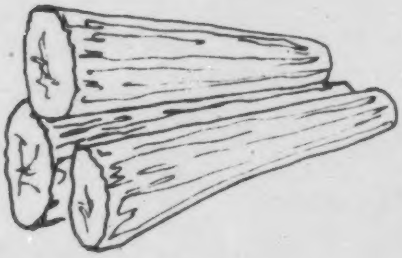
Rayon is a relatively low cost fabric. Rayon fibers take dyes well. Because of this, rayon fabrics can have many different colors and patterns.

When rayon is made into a fabric, it can be used for many things. Some are dresses, sportshirts, scarves, draperies, and upholstery.

Most often rayon fabrics are made to be soft and pliable, and to drape easily. Rayon is also able to absorb a lot of moisture. Because of these things, rayon fabrics are comfortable and a good choice for summer wear.

Rayon is weak when it is wet. It might shrink or stretch, and it wrinkles easily. These problems have been lessened by adding special finishes to the fabric. Rayon will mildew.

fabric swatch



acetate

Most man-made fibers are made from chemicals. Acetate is a man-made fiber. However, acetate is most often made of purified wood pulp. See the picture above.

Acetate fabrics have a smooth look and feel. Feel the fabric swatch above. Does this look and feel smooth?

Have you ever been in a hurry to press a ribbon or coat lining? You may have put the iron on a high temperature, begun ironing and found the fabric had melted. If this has happened to you, you were probably ironing acetate. Acetate is a thermoplastic fiber. This means it will melt under a hot iron. Because acetate melts, a permanent pleat or a design, such as wavy lines, can be added to the fabric.

Acetate can be damaged in other ways, too. If nail polish remover is spilled on the fabric, acetate will dissolve. Because acetate is easily damaged, it usually needs to be hand washed or dry cleaned.

Acetate is a good choice for dressy fabrics, such as those used in bridal gowns, because they do not get hard use. Acetate drapes well, has a high luster (glossy look) and has body. Because of its smooth feel, acetate is used for quilted robes, ribbons, and bedspreads.

fabric swatch

nylon

Nylon is a man-made fiber. It is made entirely from chemicals.

Nylon has great strength and is long lasting. Because it is so strong, nylon is often used for home furnishings, such as carpeting. Sunlight weakens nylon, so it is not recommended for use in draperies.

Other characteristics such as lightness, elasticity, and the ability to resist wind and water make it a good choice for a variety of clothing. Windbreakers, ski wear, uniforms and slips are examples of clothing made from nylon.

One of the major problems with nylon is that it takes up body oils and odors. Because of this, clothing needs to be washed often. White or light colored nylon is washed separately because it will pick up the soil from other garments in the laundry.

Have you ever heard nylon snap and crackle when taken from the dryer? Or have you ever had a nylon slip cling to you? This usually happens during cold and dry weather. This is called static electricity. Static electricity can be prevented by putting a fabric softener into the rinse water.

To iron a nylon fabric, the iron is on low or nylon. This is because nylon is a thermoplastic fiber. Do you remember what a thermoplastic fiber is? A thermoplastic fiber melts if the fabric is too hot.

fabric Swatch

polyester

Polyester is a man-made fiber. It is made from chemicals. Polyester is best known for its strength and for the way it resists wrinkles. It is used for all kinds of clothes.

Polyester is also well known for its ease of care. It can be washed easily, dried quickly, and worn with little or no ironing. Unless the fabric has been specially treated it will tend to attract dirt. Like nylon, it is best to wash polyester separately.

Have you ever found little balls of fabric on your clothes? This is called pilling. Polyester fabrics will tend to pill unless they were treated when made.

Clothes made from these fabrics will hold their shape through all kinds of wear. Fabrics made from polyester can be knitted or woven. These are reasons why polyester is used for all kinds of clothing.

Feel the polyester fabric swatch above. What kinds of clothes could be made from this fabric? Polyester is used for sport shirts, slacks, dresses and children's clothing. Are any of your clothes made of polyester?

fabric swatch

acrylic

Acrylic is another man-made fiber. It can be made to look like wool or fur.

Acrylic fabrics are warm to wear. This makes them a good choice for winter wear. In addition, acrylics are lightweight and comfortable.

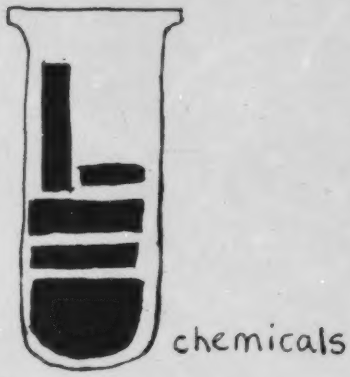
Feel the fabric swatch above. How would you describe it? Is it smooth or rough? Are the fibers straight or crimped (curled or crinkled)? Is the fabric bulky?

Acrylic fabrics are usually thick like wool. The fibers can be straight or crimped depending on whether the fabric is to look like wool or fur.

Acrylic fabrics are easy to care for. This is because acrylics keep their shape during washing and wearing. Also, acrylics resist wrinkles.

Because of its warmth and ease of care, baby clothes, and blankets are made from acrylics. In addition, acrylics are strong and are not harmed by sunlight. This makes acrylics a good choice for draperies, upholstery and carpeting.

fabric swatch



spandex

Spandex is another man-made fiber. It is made from chemicals.

Have you ever stretched a rubber band, let go of it, and noticed how it will go right back to the shape it was? Spandex is very much like the rubber band because it can be stretched and will go back into shape when you stop stretching it. This is called elasticity.

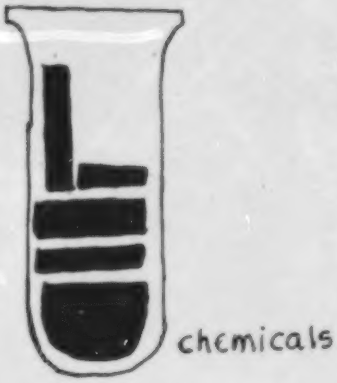
Unlike rubber, spandex is very lightweight. It will continue to look like new for a much longer time than rubber. In addition, body oils and perspiration will not ruin spandex.

Feel the fabric swatch above. How would you describe its feel? Spandex is usually soft and smooth to the touch.

Stretch the fabric swatch. Does it stretch a little or a lot? Spandex can be stretched to five times its original size without breaking. Because spandex stretches so nicely and is lightweight, it is used in garments like girdles and swimwear.

Spandex garments can usually be machine washed in warm water without chlorine bleach. Chlorine bleach will ruin spandex.

fabric swatch



glass

Glass is another man-made fiber. It is not used for clothing. It is used for curtains and draperies.

Strong and nonflammable are two words used to describe glass. Nonflammable means that glass will not flame up when it is in a fire. However, when glass gets real hot it will melt and become a liquid that could burn you.

Think about glass windows for a minute. Glass fabrics are very much like glass windows. Windows do not break easily. This is because glass is strong.

On the other hand, a window will be broken if you try to bend it. Glass fibers can also be broken if the fabric is folded many times. Glass fibers will break if they rub against floors or window sills.

Broken glass fibers will fall to the floor. Be careful not to rub your hand on the floor under curtains or draperies made of glass. Glass fibers are sharp and can cut.

Glass fabrics do not stretch. The fibers are made into fabrics that are soft and drape nicely. Glass draperies should never be washed in the washing machine. Instead, they are washed by hand and hung to dry.

fabric swatch

metallic

Most fabrics have fibers which are spun into yarn. However, metallics do not have fibers. They do have yarns. Metallics are made into long, thin strips right from the beginning.

Metallic yarns were made as early as 1000 B.C. At that time they were made by hammering the gold and silver. The sheets were then cut into narrow strips, or yarns which could be used for weaving. The yarns were hard to weave because they were not soft like other fibers. These metallic fabrics were heavy and harsh to touch. People liked them anyway, because they glittered.

Today metallic yarns have a polyester coating. This makes them more movable. Fabrics made from metallics are now much softer to the touch. In addition, the plastic coating keeps the metal from tarnishing. When metallics tarnish they darken in color and do not glitter anymore.

Metallics are usually used for fancy fabrics like dressy clothes. Metallics may also be used for borders on terrycloth towels.

Consumer Education

To the Teacher

Title: Your Checking Account

Substantive Area: Consumer Education

Performance Objectives:

The student will:

1. identify common terms used with checking accounts.
2. gain insight into how a checking account works.
3. fill out a deposit slip, checks, and record book.

Special Instructions

Instructional Approach

These materials are intended to provide the student with experience in (a) opening a checking account, (b) filling out a deposit slip, (c) writing a check, and (d) keeping records.

This packet is an example of incorporating information and related exercises into one consumable set. Although more paper will be used than is necessary when separating reusable lessons from worksheets to be written on, the student does have the advantage of learning in an easy to follow sequential fashion with a minimum of cross-reference needed.

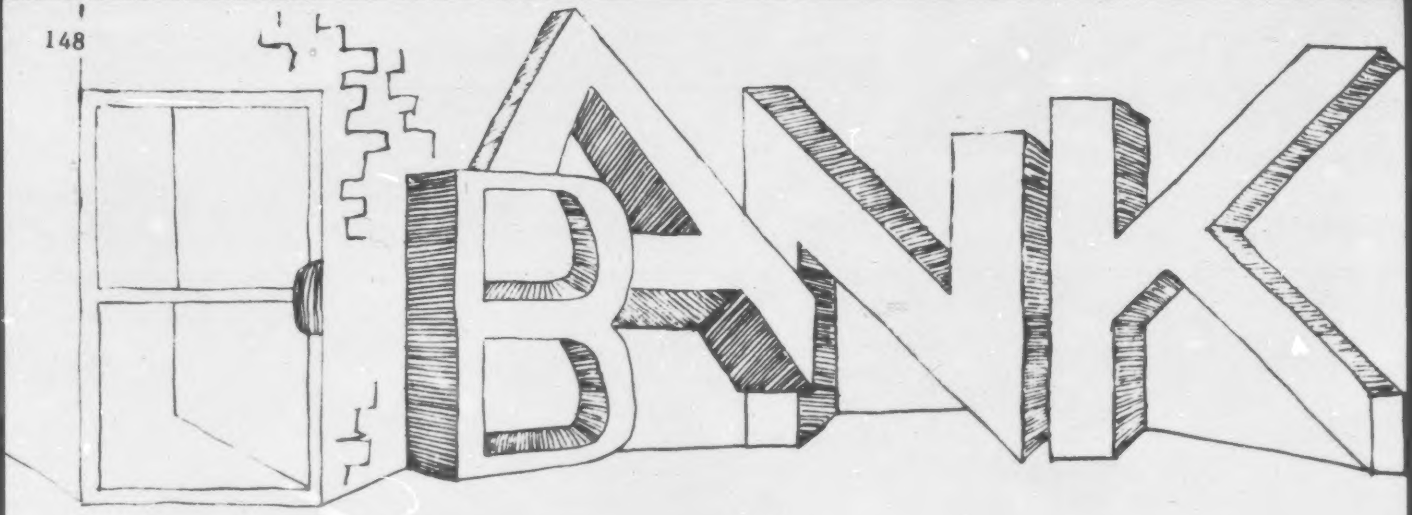
After the student has successfully completed this packet, he may be given further experience using actual checks, deposit slips, and record books. Your local bank may be willing to provide materials for this additional practice. Simple problems are included so that the student may practice the procedures.

Instuction for Evaluation

The crossword puzzle can be used to help determine understanding of terms and procedures.

Answer Key for Crossword Puzzle

Across		Down	
5.	To	1.	Pen
6.	Balance	2.	Signature
10.	Cancelled	3.	Word
11.	Number	4.	Payment
12.	Account	7.	Check
13.	Record	8.	Clerk
14.	Deposit	9.	Bank
		10.	Count



YOUR CHECKING ACCOUNT

Using a checking account is an easy and safe way to make a payment. It helps you keep a record of the money you spend. After a check you have written is cashed, the bank will return it to you. This cancelled check can be helpful. It proves you have paid for something.

In this packet you will learn how to open and use a checking account.

Step 1: OPENING A CHECKING ACCOUNT

Clerks at the bank can help you open a checking account. The bank will need your name written or a signature card. Sign your name the same way all the time so that the bank will recognize your signature.

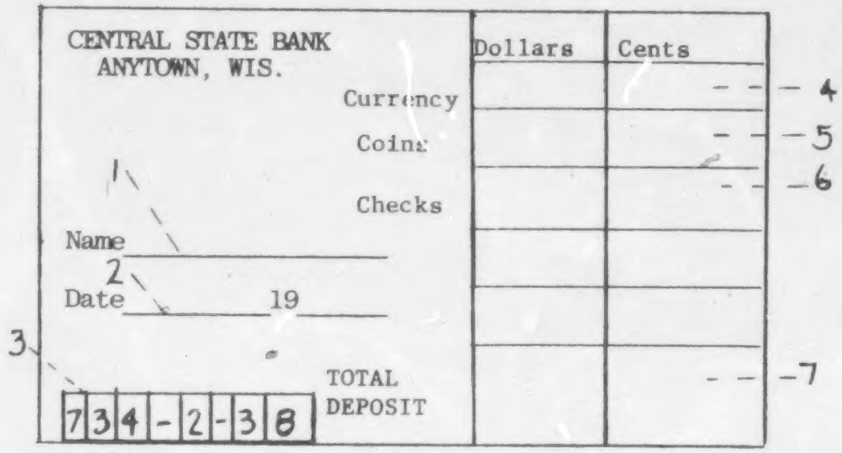
Problem for Step 1: Opening a Checking Account

You plan to open a checking account. The bank clerk has asked you to sign a signature card. On the blank below, sign your name in writing. Use this signature on all your checks. ______________________________.

Step 2: FILLING OUT A DEPOSIT SLIP

When you open your checking account, you will fill out a deposit slip. To deposit money means to put money in the bank. Each time you add money to your account you will use a deposit slip.

The deposit slip that you fill out will look something like this:



CENTRAL STATE BANK
ANYTOWN, WIS.

	Dollars	Cents
Currency		
Coins		
Checks		
TOTAL DEPOSIT		

Name________________

Date__________19______

734-2-38

Each number is a part of the deposit slip to be filled out. The numbers match the steps below which tell how this is done.

1. Your full name is written in this blank on the deposit slip.
2. The date you write the deposit slip is written in this blank.
3. The bank will give your checking account a code number. Only your checking account has that number.
4. The amount of coins to be deposited is also counted. This amount is written in the space marked currency.
5. The amount of coins to be deposited is also counted. This amount is written in the space marked coins.
6. The amount of each check to be deposited is written here. A different line is used for each check.
7. All the numbers in the currency, coin, and check columns have to be added together. The answer is written in the space marked total deposit. This is the amount you are adding to your checking account.

Problem for Step 2: Filling out a Deposit Slip

You plan to open your checking account with $24.54. You have the following to deposit:

- a ten dollar bill and four one dollar bills.
- $2.19 in coins.
- a five dollar check from Aunt Mary.
- a check for $3.35 from babysitting.

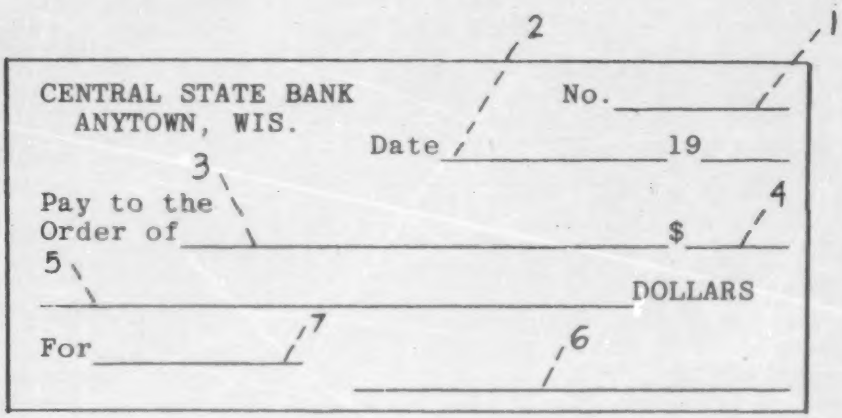
Fill out this deposit slip. Write in your name, today's date. Put the amounts from above in the correct place. Add all items to get the total deposit.

		Dollars	Cents
CENTRAL STATE BANK ANYTOWN, WISC.	Currency		
	Coins		
	Checks		
Name ____________			
Date ____________ 19__			
Code Number 7 3 4 - 2 - 3 8	TOTAL DEPOSIT		

You have just opened your very own checking account. You should have $24.95 deposited in your account. You are now able to write checks.

Step 3: WRITING A CHECK

There is a correct way to write a check. If you do not fill each check out right, the bank can not cash it. You need to use a pen never a pencil, to write a check. The check that you will fill out will look something like the one at the top of the next page.



Each number shows part of the check to be filled out. The numbers match the steps below.

1. The number of the check is written in order to help you keep a record of your checks. The checks may already be numbered for you.

2. The date you write the check is written in this blank.

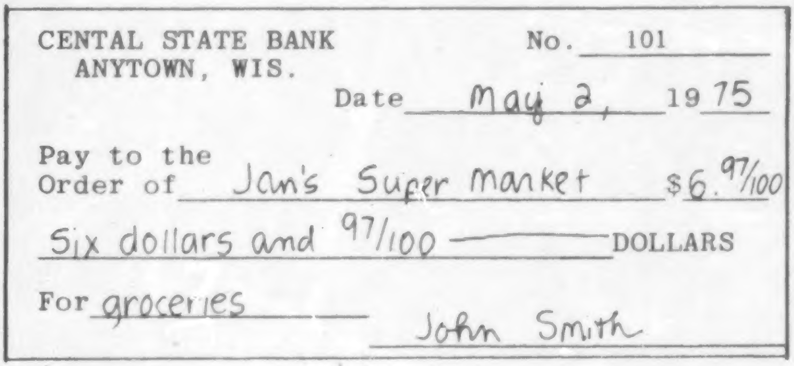
3. The full name of the person, store or company to whom you are writing the check is written here.

4. The correct amount of the check is written here in numbers. Write very close to the dollar sign ($). This is so that no one can add a number in front of the one you write.

5. The correct amount of the check is also written here. The dollar amount is written in words. The cents amount is written in numbers. Begin at the very end of the line. Do not leave space between the words. Draw a line to the end of the blank.

6. Sign your name in a clear, easy to read way. Sign your name in the same way you signed the signature card. Never print your name.

This is a sample of a check which has been filled in.


CENTAL STATE BANK
ANYTOWN, WIS.
No. 101
Date May 2, 1975

Pay to the
Order of Jan's Super Market $6.97/100

Six dollars and 97/100 ———— DOLLARS

For groceries

John Smith

Problem for Step 3: Writing a Check

You buy a record for your new stereo, on May 9, 1975. Write the following check to pay for the $4.97 record from the Key Music Shop.

CENTRAL STATE BANK
ANYTOWN, WIS.

No. 102

Date ____________________ 19____

Pay to the
Order of ____________________________ $________

________________________________ DOLLARS

FOR ____________________

____

Write this next check to your school for a weekly lunch ticket that costs two dollars and thirty cents. Use next Monday's date.

CENTRAL STATE BANK
ANYTOWN, WIS.

No. 103

Date ____________________ 19____

Pay to the
Order of ____________________________ $________

________________________________ DOLLARS

For ____________________

____

Step 4: KEEPING RECORDS

You can write checks for only as much money as you have in your checking account. This amount, called your balance, changes every time you deposit money or write a check. To know what your balance is, it is very important to keep good records.

Your checkbook will have a place for you to keep records. When you make a deposit, you need to add the amount to the balance. Every time you write a check, the amount of the check is subtracted from the balance.

Most checkbooks have a record book that looks something like this:

1	2	3	4	5	6	7
Check Number	Date	Description	Amount of Check	Date of Deposit	Amount of Deposit	BALANCE

When you write a check, you fill in these spaces:

1. the number of the check.
2. the date you are writing it.
3. who the check is written to.
4. the amount of the check.

When you make a deposit, you fill in these spaces:

5. the date of the deposit.
6. the amount of the deposit.

The last space (7) is for the balance. You figure out what the new balance is every time you deposit money or write a check. The amount of a check is subtracted from the balance you had. The amount of a deposit is added to the balance from before.

Problem for Step 4: Keeping Records

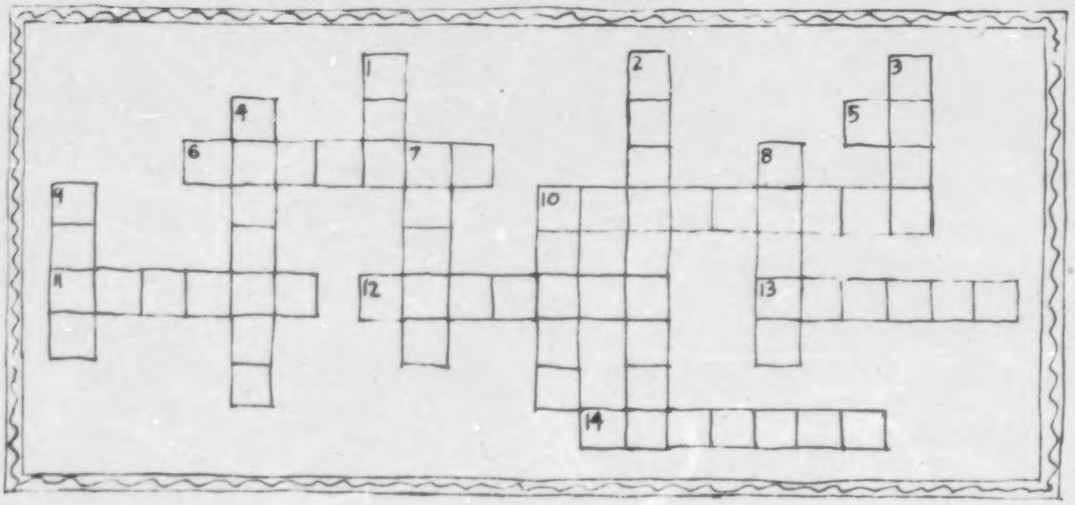
To fill in this record book, you will use the last two problems you did. Start with a balance of zero ($0.00). Write in the deposit you made in the problem for step 2. Then record the two checks you wrote in the problem for step 3.

Check Number	Date	Description	Amount of Check	Date of Deposit	Amount of Deposit	BALANCE

What is your new balance? It should be $17.27. If it is not, go back and check your work.

You have learned how to use a checking account. You had practice filling out a deposit slip, writing checks, and keeping records. You also learned some new terms. Ask your teacher for a crossword puzzle on YOUR CHECKING ACCOUNT. This puzzle will help you review the terms you have learned.

YOUR CHECKING ACCOUNT



ACROSS

5. The words-Pay___ the order of- are on a check.
6. Subtracting the amount of a check from the money you had in your account will give you a new ________________.
10. For your records, keep the____________check that the bank returns.
11. The cents amount of a check is written as a ___ (word, number).
12. Many people make good use of their checking______________.
13. It is important to keep a careful___________of checks you write.
14. When you put money in the bank, you make a _______________.

DOWN

1. You write a check with a ___________, not a pencil.
2. You write instead of print your _________ on a check.
3. The dollar amount of a check is written as a____(word, number).
4. Writing a check is a good way to make a _____________.
7. You spend money from your checking account when you write a_______.
8. A person who helps you open a checking account is a bank _________.
9. A safe place to keep your money is in a _________________.
10. When you make a deposit, you need to __________your money carefully.

account
balance
bank
cancelled

check
clerk
deposit
number

payment
pen
record
signature

to
word

Foods and Nutrition

To The Teacher

Title: Use of the Range

Substantive Area: Family Nutrition and Meal Management

Performance Objectives:

The student will:

1. define range terms.
2. identify characteristics of the range.
3. use correct procedures as related to use of the range.

Special Instructions:

Instructional Approach:

The cover page could be used as a device for introducing the range by preparing a transparency, handout or poster. Students might also cut pictures of various types of ranges from magazines and mail order catalogues. The class could label the type of energy used (gas, electric) and also the various parts of the range. One such set prepared ahead with the correct words would be helpful.

The range outline may be used in several ways. The teacher could have the student draw the range in his/her unit. The student could also take the outline home to draw the range in his/her home. This would help relate use of the equipment in school to home settings. To help the student identify characteristics of different kinds of ranges, the teacher could have students do drawings of both gas and electric ranges, or provide opportunity for students to discuss and/or display their drawings.

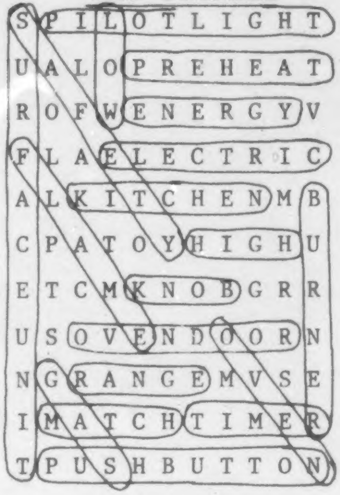
The action tests could be used by teacher to individually test each student, or students could work in pairs to test each other. Commercially prepared cookie dough is used in oven action test to give student experience in following written instructions on product. For student unable to follow written directions on action test, teacher may prefer to record information on both action test papers.

Instruction for Evaluation:

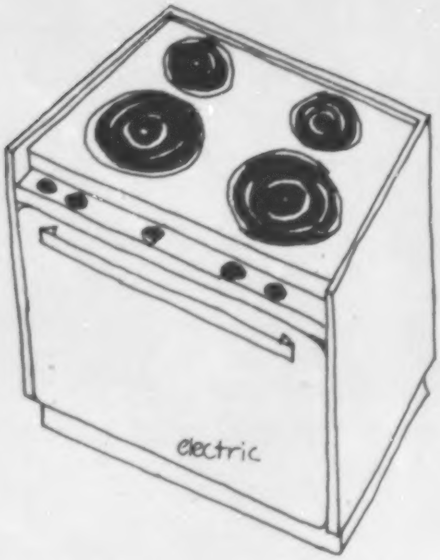
CROSSWORD PUZZLE

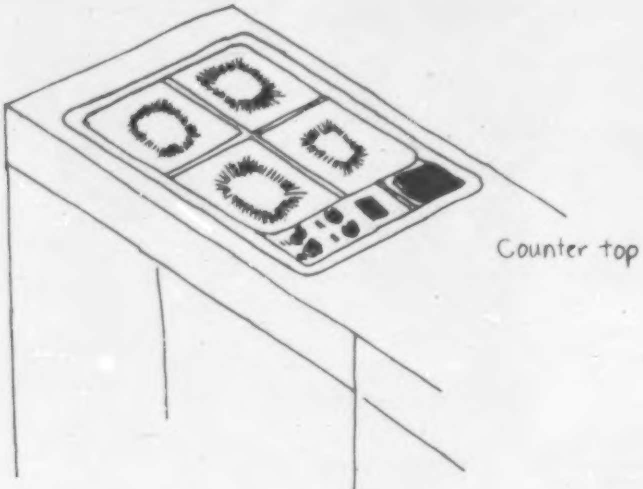
Across:		Down:	
1.	Preheat	1.	Pilot
3.	Electric	2.	A Kitchen
5.	Safety	4.	Gas
6.	Us	5.	Surface
8.	Flame	7.	Range
11.	Button	9.	Match
13.	High	10.	Burner
14.	Oven	12.	Low

WORD SCRAMBLE



S	P	I	L	O	T	L	I	G	H	T
U	A	L	O	P	R	E	H	E	A	T
R	O	F	W	E	N	E	R	G	Y	V
F	L	A	E	L	E	C	T	R	I	C
A	L	K	I	T	C	H	E	N	M	B
C	P	A	T	O	Y	H	I	G	H	U
E	T	C	M	K	N	O	B	G	R	R
U	S	O	V	E	N	D	O	O	R	N
N	G	R	A	N	G	E	M	V	S	E
I	M	A	T	C	H	T	I	M	E	R
T	P	U	S	H	B	U	T	T	O	N





Kinds of Ranges

Name____________________

ACTION TEST: USE OF THE TOP OF THE RANGE

You will need: two saucepans the same size   liquid measuring cups
a clock with a second hand

Check (✓) each step when you have done it.

_____ 1. Get the kitchen tools listed above.

_____ 2. Fill each of the two pans with two cups of water.

_____ 3. Place each pan on a unit that is the right size for the pan.

_____ 4. Find the controls that turn on these units. Turn this knob to high heat.

_____ 5. Turn the control for one of the units with a pan to high heat.

_____ 6. Turn the control for the other unit with the pan to low heat.

_____ 7. Look to see what time it is. Write this down.____________

_____ 8. Watch the pans of water until one begins to boil (form bubbles). Look at the time. Write this time down.________

_____ 9. Check (✓) which pan was the first to boil:
The one on: ______ low heat.
______ high heat.

_____ 10. How long did this pan take to begin boiling?
Time written in step 8 ________
(minus) Time written in step 7- ________
(equals) Time it took to boil ________

_____ 11. Has the other pan of water begun to boil yet?
______yes   _____no

_____ 12. Turn the controls for both units off. Put things away.

_____ 13. What have you learned about using the top of the range?

ACTION TEST: USE OF THE OVEN Name ______________________

You will need:	Left	Right
	cookie dough	pot holders (2)
	knife for slicing	pancake turner
	cutting board	cooling rack
	cookie sheet	

Check (✓) each step after you have done it.

______ 1. If you have long hair, tie it back. Wash your hands. Put your apron on.

______ 2. Get the things listed on the left above and place in your work area.

______ 3. Check your range to find the controls that are for the oven. Place the rack that is inside the oven near the center.

______ 4. Preheat the oven now so that it has time to get hot. Look for the right temperature on the cookie dough package. Preheat oven to this temperature.

______ 5. Read and follow directions on package for preparing cookies. You will be slicing cookies on cookie board and then placing on cookie sheet for baking.

______ 6. When the oven has finished preheating, place the cookies in to bake.

______ 7. Do either A or B to tell when cookies will be ready:

A. Write down time cookies are put into oven ________
Write down the time that the package says
it will take for cookies to bake; + ______minute
Add to see time to check cookies. = ________

B. Find the minute timer on the range. Set it to the number of minutes the package says it will take for cookies to bake.

______ 8. While cookies are baking, get the things listed on the right at the top of the page.

______ 9. When cookies are done, use pot holders to take them out of the oven.

______ 10. Turn oven to off. Let cookies stay on cookie sheet to cool for a few minutes.

______ 11. Use pancake turner to put cookies on cooling rack.

______ 12. Clean up work area. Wash and put away things you have used.

Name ____________________

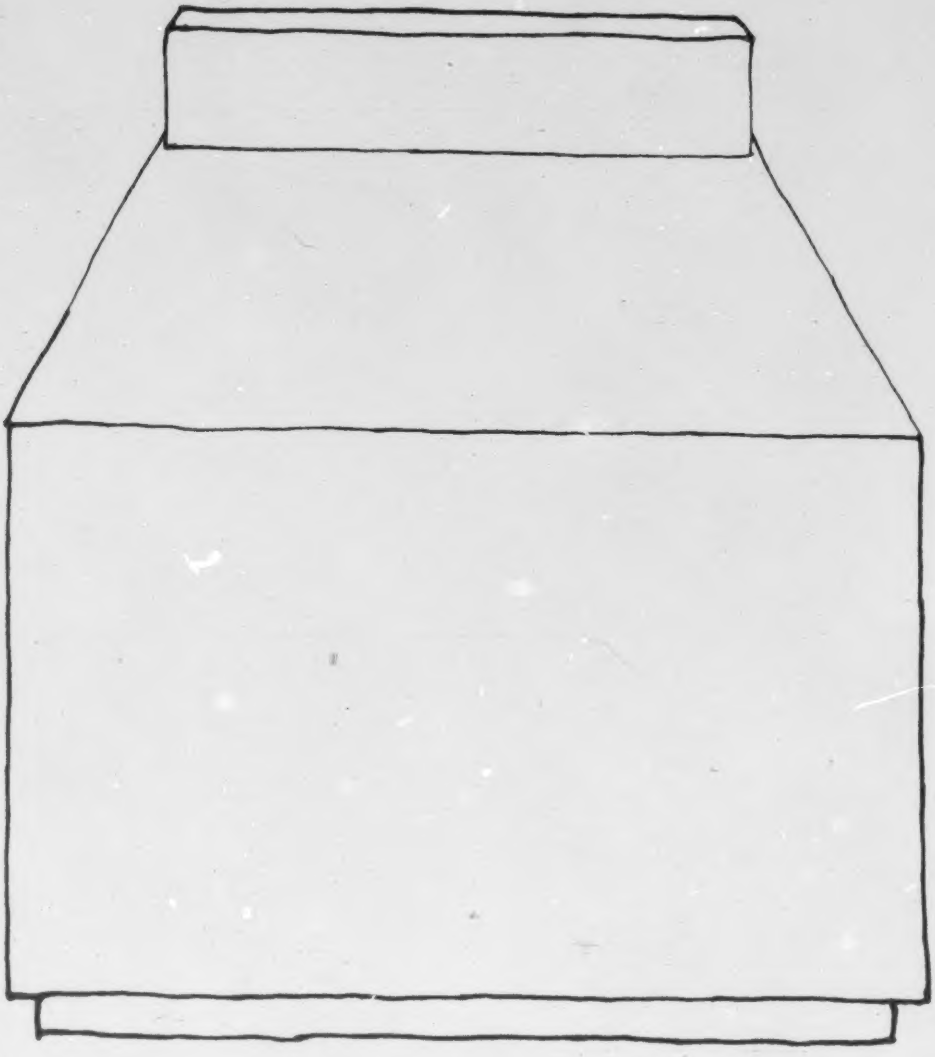
THE RANGE

This range is: ______ in school
______ at home

It uses this energy: ______ gas
______ electricity

This is just an outline of a range. To look more like a range, it needs to have a lot drawn on it. Look at the range you are to use. Try to make this picture look like the range you are using. Draw these parts in the outline:

- -the working parts or controls
- -the surface units or burners
- -the door(s) for the oven



Name ______________________

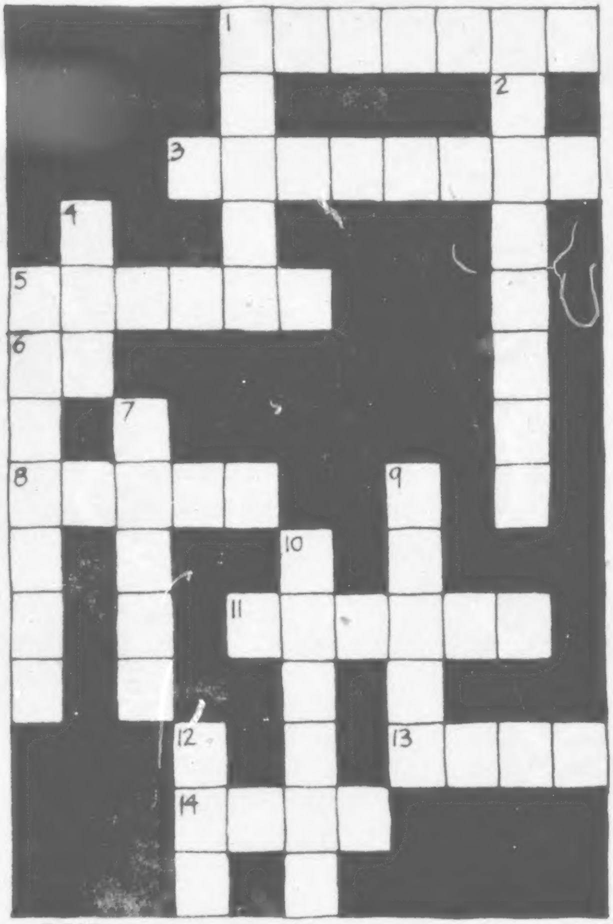
Look again at your range, then do the following exercises:

1. Do you know the names of the parts of the range you just drew? On the picture, write the names of parts you know.

2. In the space below, draw the off-on control for the oven. Fill in the numbers or words on it. Circle the number or word that shows the hottest temperature.

3. In the space below, draw one control for the surface unit or burner. Fill in the numbers or words. Circle the number or word that shows the hottest temperature.

CROSSWORD PUZZLE ON RANGES Name ____________________



ACROSS

1. To get the oven ready for baking is to _____ it.

3. The type of range that has surface units and an oven is an _____ range.

5. Being careful so no one gets hurt is called _____.

6. All of _____ must be careful when working.

8. On a gas burner a blue-colored _____ shows a hot temperature.

11. Some ranges have push _____ temperature controls.

13. For the most heat, put the temperature control on _____.

14. Food is baked in the _____.

DOWN

1. Most gas ranges have a small flame called a _____light.

2. The range is usually found in __ _____. (two words)

4. The type of range that uses gas to make heat is the _____ range.

5. Choose the _____ unit that is the same size as the pan.

7. A _____ is used to heat or cook food.

9. Most gas ranges no longer need a _____ to light the surface units and oven.

10. Never reach across an empty lighted _____ on a gas range.

12. For the smallest amount of heat the control is put on _____.

These words are used in the puzzle: a-kitchen, burner, button, electric, flame, gas, high, low, match, oven, pilot, preheat, range, safety, surface, and us.

WORD SCRAMBLE Name ______________________

Eighteen words that have to do with the range can be found in the box below. Hunt for these words. They may be across (→), down (↓), or at an angle (↘). As you find each word circle it.

1. burner
2. electric
3. energy
4. flame
5. gas
6. high
7. kitchen
8. knob
9. low
10. match
11. oven
12. oven door
13. pilot light
14. preheat
15. push button
16. range
17. safety
18. surface unit
19. timer

S	P	I	L	O	T	L	I	G	H	T
U	A	L	O	P	R	E	H	E	A	T
R	O	F	W	E	N	E	R	G	Y	V
F	L	A	E	L	E	C	T	R	I	C
A	L	K	I	T	C	H	E	N	M	B
C	P	A	T	O	Y	H	I	G	H	U
E	T	C	M	K	N	O	B	G	R	R
U	S	O	V	E	N	D	O	O	R	N
N	G	R	A	N	G	E	M	V	S	E
I	M	A	T	C	H	T	I	M	E	R
T	P	U	S	H	B	U	T	T	O	N

Choose ten words you found in the word scramble. For each word you have chosen, write a sentence using it.

To The Teacher

Title: HOME SAFE BASEBALL*

Substantive Area: Foods and Nutrition/Safety in the Kitchen

Performance Level: Beginning Level/ EMR pupils

Supporting Concept: Importance of safety habits in the kitchen

Performance Objectives:

The student will:

1. identify kitchen safety practices.
2. identify sanitary kitchen practices.

Special Instructions:

Instructional Approach:

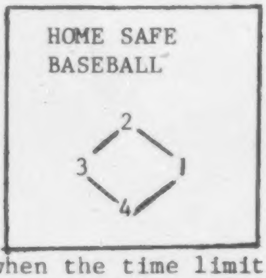
This game was developed to be used as a review after a unit on kitchen safety.

Procedures to Follow:

Divide the class into two groups. Each team member will take his turn at bat selecting a question for a specific point value. Point value one is equivalent to a single hit, two level is a double, three a triple, and four represents a home run. If a team member is at third base and a single is hit, then the runner on third base scores. If a team member advances to third base and a double is hit, the runner on first advances to third base only.

Each team is allowed three outs. If the team member misses answering a question, then he is considered out. To answer a question a time limit is as follows: 30 seconds for point value one, 45 seconds for point value two, 60 seconds for point value three and 75 seconds for point value four.

A score board is to be kept on a chalk board. The diamond is provided with the game and the questions are placed in the respective point value pockets. Baseballs are included to represent the runners. A sheet of tagboard with attached pockets serves as the game board.



The game ends when the time limit has elapsed or three innings have been completed.

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*Kathleen A. Obenhoffer. The Development and Evaluation of a Kitchen Safety Game for Educable Mentally Retarded Students. Masters Thesis. University of Wisconsin - Stevens Point, 1973.

Questions for Cards Placed in Point Pockets

Point Value One (true or false)

Use water on a grease fire.

Pull on the cord to disconnect appliances from the wall.

Clean up spilled liquids and grease right after the meal.

Never use a towel to hold hot pans.

Use water to put out an electrical fire.

Put sharp knives in the dishwater along with other silverware.

Always cut toward yourself.

Use a fork or a knife to lift toast from a toaster.

Dry hands before plugging in electrical appliances.

Use a can opener not a knife to open tin cans.

Point Value Two

What do you use to handle hot pans?

What tool is used to press food into grinders?

What do you hold onto when disconnecting appliances from the wall?

If you put water on a grease fire what will happen?

Why should you have dry hands before touching electrical equipment?

What type of tool should you use when working with a mixer?

Why shouldn't you put sharp knives in the dishwasher?

What would you do with a towel that is on fire?

Point Value Three

What are two ways to put out a grease fire?

What is the meaning of the UL label on appliances?

Why should you not use a metal spoon, fork, spatula, or wooden spoon in a mixer while it is on?

Why do you wipe up spilled foods immediately?

How do you put out a electrical fire?

What are two reasons for using cold water in a garbage disposal?

Why do you use hot soapy water to wash dishes?

Why should you close cupboard doors?

Why do you keep the handles of kettles pointed to the back of the range?

Point Value Four

How do you disconnect an appliance with a heating element?

I am washing dishes. I do not like the music playing on the radio. I want to change the station. What should I do?

I am frying bacon. The grease starts on fire. I do not have any baking soda. What can I do to put out the fire?

I want to buy a toaster. There is a toaster on sale at the discount store. It does not have the UL label. It does not cost as much as a toaster with the UL label. Which toaster would I buy?

I am washing dishes. I do not have many dishes so I will put in all of the dishes, silverware, glasses, and sharp knives at one time. I cut myself on the sharp knives. How can I keep from cutting myself?

I am helping my mother make supper. My little brother Jimmy is playing in the kitchen. Some one is knocking at the door. Mom goes to see who is there. Jimmy reaches up to the kettle of stew on the range. I have to run to move the kettle so he does not spill the stew and burn himself. What can I do so this does not happen again?

To The Teacher

Title: Measurement Card Games

Substantive Area: Foods and Nutrition

Performance Objectives:

The student will:

- add fractions of measurements commonly used in food preparation.
- make card groupings to match given measurements.
- identify correct measuring utensil for liquid or dry measurements.

Special Instructions:

Instructional Approach

These card games will provide opportunities for students to practice addition of fractions necessary for measuring ingredients. The student will have to be able to convert simple fractions to common denominators in order to add them together.

There are masters for developing three different kinds of card games; thereby providing experience with (1) liquid measurements, (2) dry measurements, and (3) measuring spoons.

Equipment Needed

A deck of cards needs to be constructed for each game to be played. Each master page with illustrations of playing cards is for one of the three card games listed above. To create a deck of cards, four copies of the master for selected game will have to be prepared.

A. Each deck of cards is prepared in this way:
   1. Make 4 copies from master sheet.
   2. Cut apart on solid lines.
   3. Combine each section with a 5" x 8" index card. This is necessary for durability.
   4. Cut along dotted lines to create 2½" x 4" cards.

B. For repeated usage, cards need to be treated further, such as by having them laminated. An attractive and long lasting deck can be easily created by covering face of card with clear contact paper, and back of card with a colorful designed contact paper.

Each master sheet includes illustrations for seven card types, plus one card which may be used by each player during game to check additional facts, and equivalents in the case of the measuring spoons game. Twenty-eight (28) playing cards plus four (4) study cards would therefore be prepared for each deck.

Directions for Playing

1. Two or three students can play.
2. Cards are shuffled well and dealt seven (7) to each player.
3. Remainder of the deck is placed in center of table face down, with top card turned face up to start discard pile.
4. Player to left of dealer begins by drawing a card from either the deck or the top of the discard pile.
5. After drawing a card, player may then lay down any grouping of cards equal to one (1) cup, or equal to one (1) tablespoon if playing with deck of measuring spoons. After laying down as grouping if he has one, player discards a card.
6. Player's continue in turn until one player has no cards left. He is declared the winner.

Variations:

A. To accomodate 4-6 players, decks for both dry and liquid cup measurements can be combined. Each player would then have to distinquish between dry and liquid cup measuring cards in order to make groupings of similar cup types. As this variation introduces separation of utensils as well as addition of fractions, it would be best played by students having achieved success with regular game first.

B. These cards could also be used for study of recipes. Students would select cards from all three decks as needed to match the stated measurements in any given recipe(s).

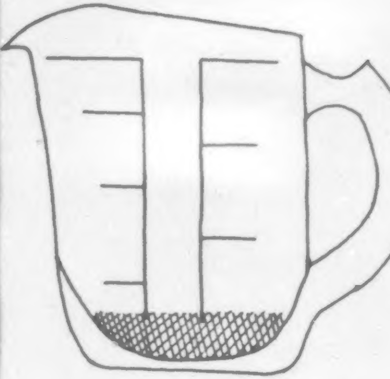
ABBREVIATIONS CROSSWORD PUZZLE

Across: 4. Tablespoon, 7. Pint, 8. Minute, 10. Bushel, 11. Gallon, 12. Hour
Down: 1. teaspoon, 2. Cup, 3. Dozen, 5. Ounce, 6. Square, 9. Quart

MEASUREMENT CROSSWORD PUZZLE

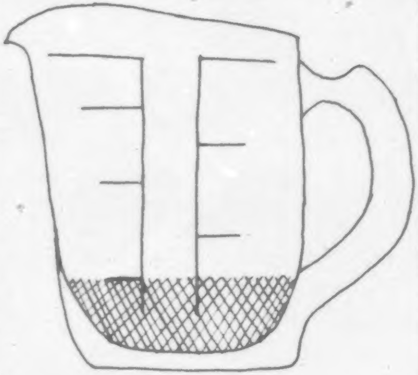
Across: 2. Sixteen, 6. Thirty-two, 7. Two, 8. Eight
Down: 1. Four, 2. Sixteen, 3. Eight, 4. Four, 5. Two, 6. Three

1/8c



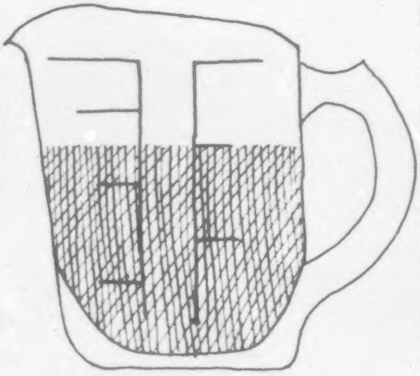
1/8c

1/4c



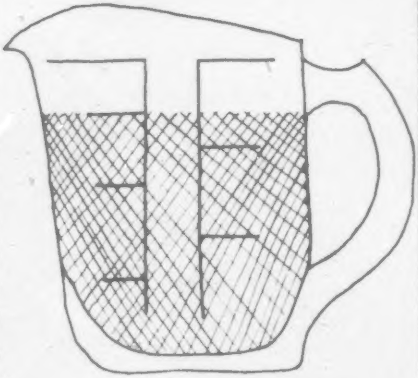
1/4c

2/3c



2/3c

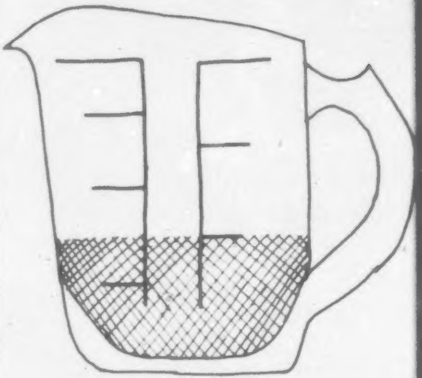
3/4c



3/4c

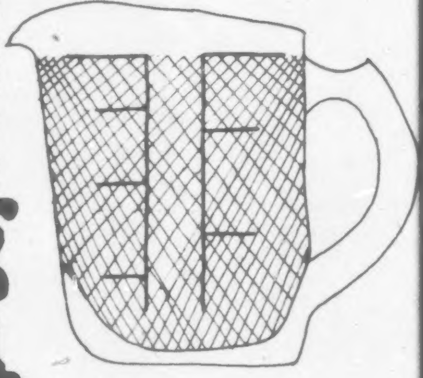
liquid measurement game

1/3c



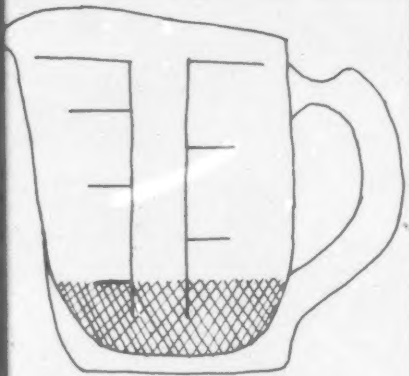
1/3c

1c



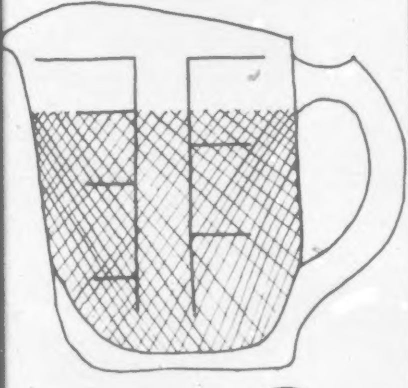
1c

/4c



1/4c

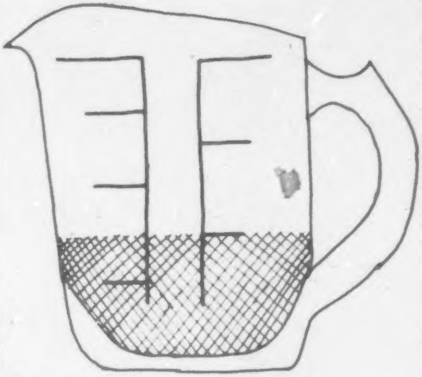
3/4c



3/4c

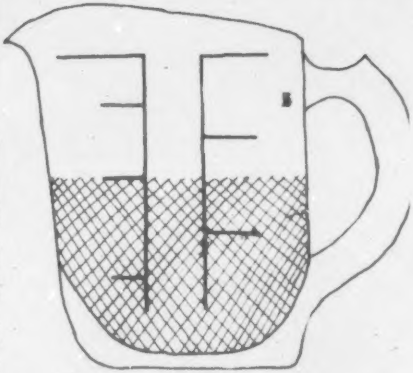
liquid measurement game

/3c



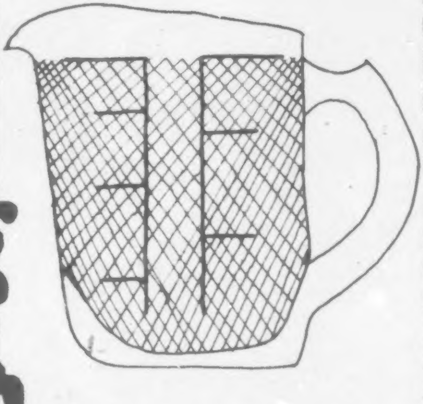
1/3c

/2



1/2c

1c



1c

1/8c + 1/8c = 1/4c

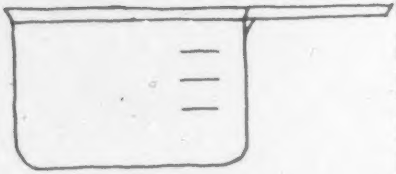
1/4c + 1/4c = 1/2c

1/2c + 1/2c = 1c

1/3c + 1/3 = 2/3c

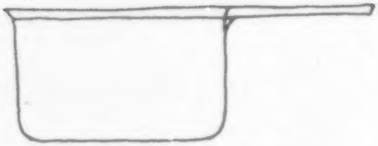
1/3c + 1/3c + 1/3c = 1c

1c



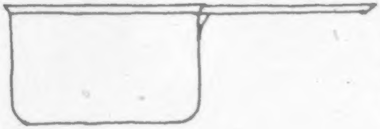
1c

1/2c



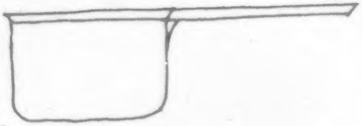
1/2c

1/3c



1/3c

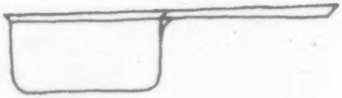
1/4c



1/4c

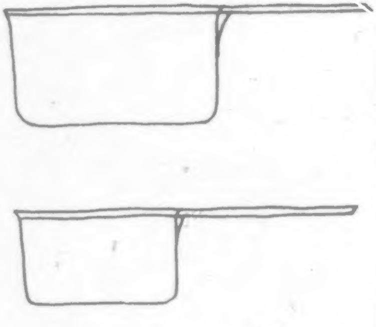
dry measurement game

1/8c



1/8c

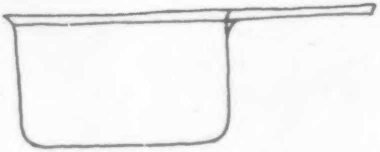
3/4c



3/4c

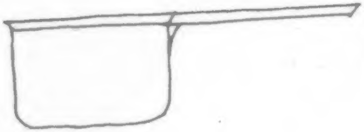
dry measurement game

1/2c



1/2c

1/4c

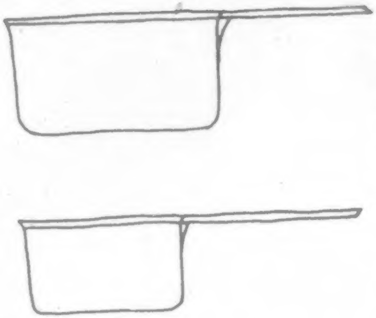


1/4c

1/8c

1/8c

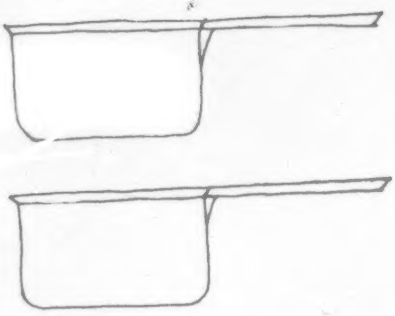
3/4c



191

3/4c

2/3c



2/3c

1/8c + 1/8c = 1/4c

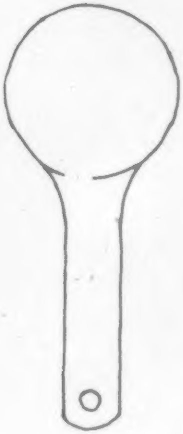
1/4c + 1/4c = 1/2c

1/2c + 1/2c = 1c

1/3c + 1/3c = 2/3c

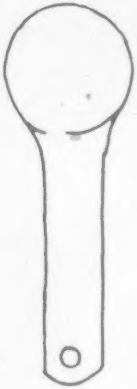
1/3c + 1/3c + 1/3c = 1c

1tbsp



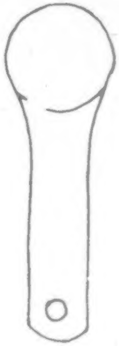
1tbsp

1tsp



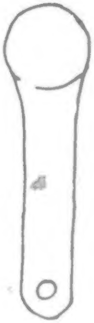
1tsp

1/2 tsp



1/2 tsp

1/4 tsp



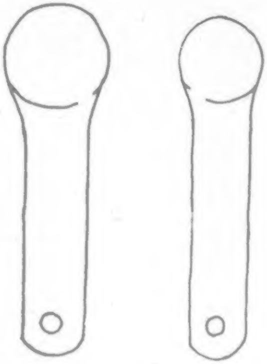
1/4 tsp

measuring spoon game

1/8 tsp

1/8 tsp

3/4 tsp



3/4 tsp

tsp

1 tsp

/4 tsp

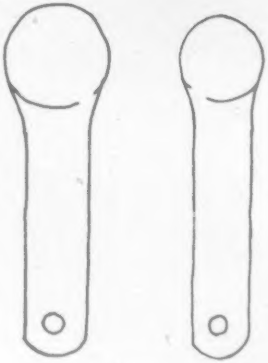
1/4 tsp

measuring spoon game

1/8 tsp

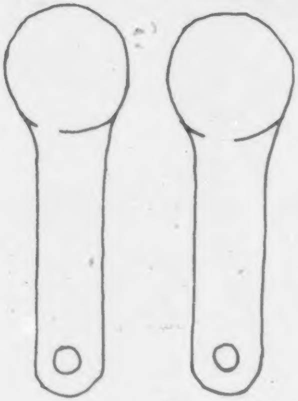
1/8 tsp

3/4 tsp



3/4 tsp

2 tsp



2 tsp

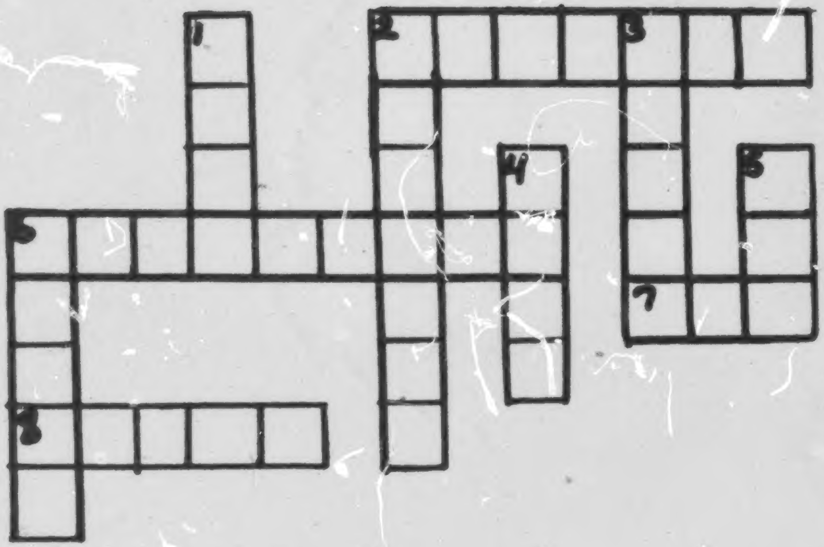
1/8 tsp + 1/8 tsp = 1/4 tsp

1/4 tsp + 1/4 tsp = 1/2 tsp

1/2 tsp + 1/2 tsp = 1 tsp

3 tsp = 1 tbsp

measurement crossword puzzle



---

needed for a measur
puzzle, write in th
number needed for e

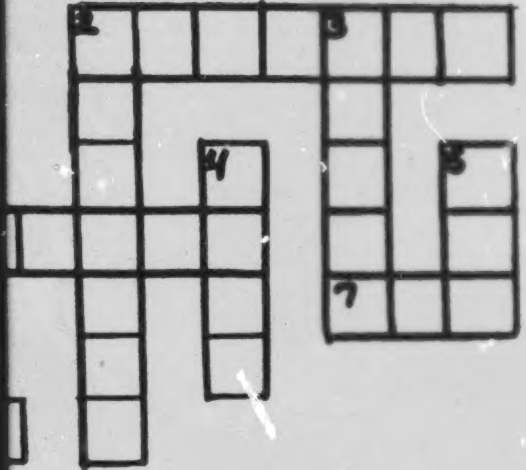
ACROSS

2. tablespoons in
6. ounces in one q
7. cups in one pin
8. tablespoons in

DOWN

1. quarts in one g
2. ounces in one p
3. ounces in one c
4. cups in one qua
5. pints in one qu
6 teaspoons in on

asurement word puzzle



needed for a measurement. To fill in the puzzle, write in the word that tells the number needed for each.

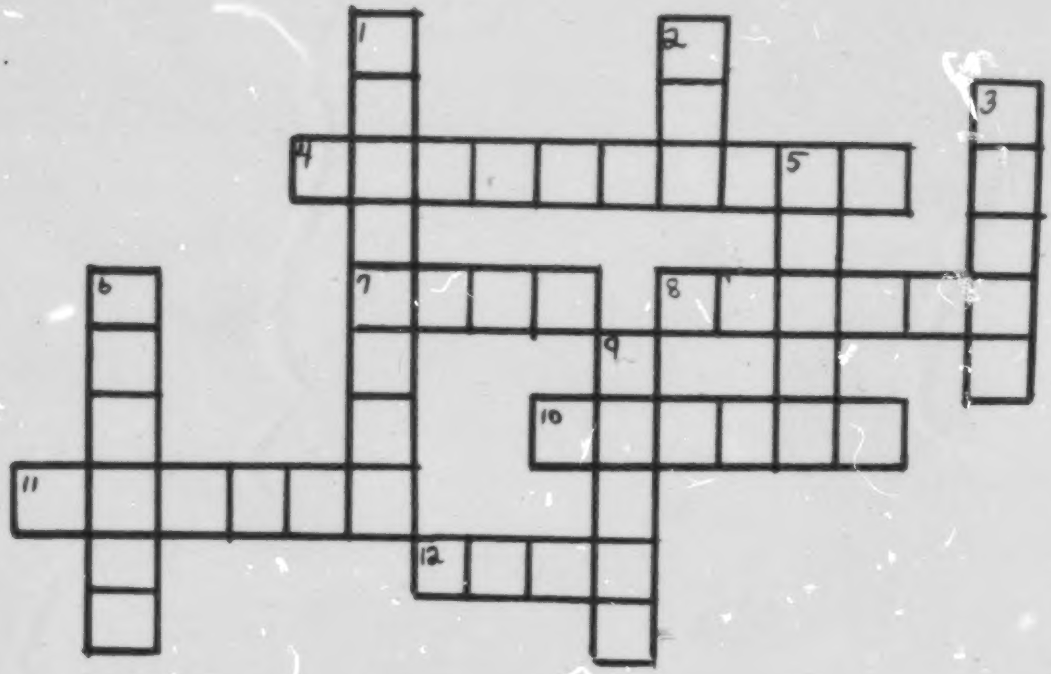
ACROSS

2. tablespoons in one cup
6. ounces in one quart
7. cups in one pint
3. tablespoons in one-half cup

DOWN

1. quarts in one gallon
2. ounces in one pound
3. ounces in one cup liquid measure
4. cups in one quart
5. pints in one quart liquid
6. teaspoons in one tablespoon

abbreviations crossword puzzle



On recipes, many words are abbreviated, or shortened. The clues below are abbreviations used in recipes. For each abbreviation given, write the full word in the puzzle.

Across

4. Tbsp.
7. Pt.
8. Min.
10. Bu.
11. Gal.
12. Hr.

Down

1. tsp.
2. C.
3. Doz.
5. Oz.
6. Sq.
9. Qt.

To the Teacher

Title: Jelly making

Substantive Area: Family Nutrition and Meal Management

Performance Objective: The student will use correct procedures to make jelly.

Special Instructions:

Instructional Approach:

Before these materials would be used, the EMR student would have had a foundation in these food preparation concepts: kitchen cleanliness, safety precautions, use of equipment, and group work in a laboratory setting as well as terminology (i.e. "rolling boil"), measuring techniques, and cooking procedure (i.e. stirring).

EMR students learning to use recipes may need a more simplified approach. These materials on jelly making are designed to give you one example of how a recipe can be adapted. The ingredients and equipment needed are illustrated for the student. Procedures in preparation of jelly are developed sequentially with correlated illustrations to help clarify the steps for the student.

With use of existing resources (such as more advanced students as volunteers, or for related class projects, art classes, teacher aids), this method of rewriting and illustrating recipes could be useful for any number of selected recipes.

Supportive Media:

The following kitchen tools and ingredients are necessary for completion of grape jelly recipe.

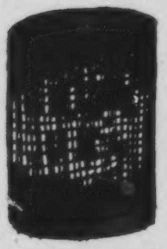
1. large flat-bottom kettle
2. wooden spoon
3. metal spoon
4. hot pads
5. tongs
6. coffee pot (for paraffin)
7. paraffin
8. liquid measuring cup
9. dry measuring cup
10. ingredients as stated on recipe

How Do I Rate:

This score card is included with these materials as an example of an instrument that would be appropriate for self-checking by students with limited reading skills.

GRAPE JELLY

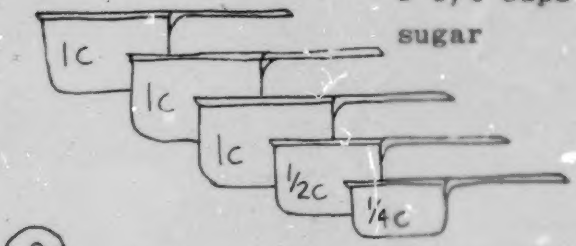
ingredients



1 can (6 oz.) frozen
grape juice concentrate,
thawed

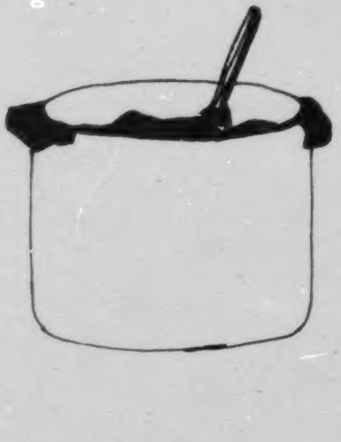
1 package
(1 3/4 oz.)
powdered
fruit pecti

2 cups water



3 3/4 cups
sugar

directions



1 Using a wooden spoon, stir juice, pectin and water until dissolved.

2 Stirring all the time, cook over high heat about 2 minutes or until mixture comes to a rolling boil.

3 Add sugar, heat again to a rolling boil. stirring all the time.

4 Remove from the heat.
Using a metal spoon take
off any foam that has formed.

5 Pour hot jelly into sterile
glasses to within ½ inch of
the top.

6 Seal with a layer of melted
paraffin. For a good seal,
paraffin must touch all around
the glass and be even.

7 Label with food name and
date. Store in a cool dark
place. Makes 4 (8 oz.)
glasses.

KITCHEN TOOLS FOR JELLY MAKING

kettle

-a large kettle with a flat bottom will:

1. help sugar and juice to boil more quickly and evenly
2. keep jelly from boiling over

spoons

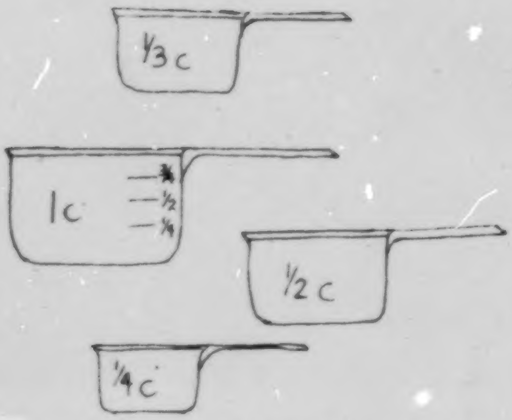
-for stirring the jelly

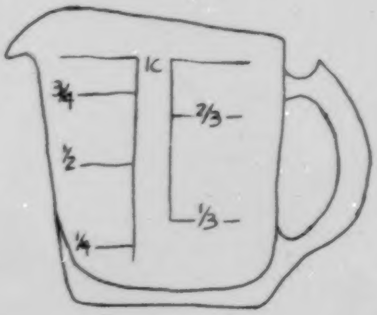
wood

metal

-for removing foam so jelly will be clear

measuring cups

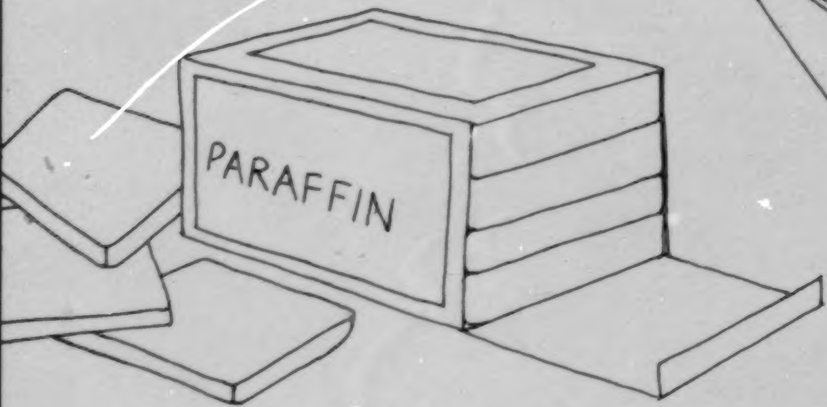




-for measuring dry ingredients

-for measuring liquids

paraffin wax

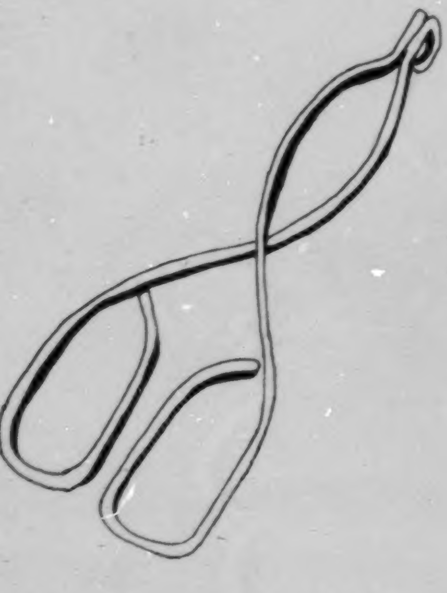


-used to seal jars

coffee pot

-coffee pot with spout for pouring hot paraffin

tongs



-for handling hot tools to prevent burns

hot pads

-for removing jelly glasses from hot water

Name ______________________

Lesson ______________________

How Do I Rate?

Use this score card to rate your own work. Check either poor, fair, or good for each item.

	Poor	Fair	Good
I had clean hands.			
I wore a clean apron.			
I had everything I needed.			
I did the work as planned.			
I used my time well.			
The table was set correctly.			
The food looked nice.			
The food tasted good.			
The kitchen unit was left neat.			
I worked well with others.			
I enjoyed myself.			

I need to improve the following:

To The Teacher

Title: Nutrients

Substantive Area: Family Nutrition and Meal Management

Performance Objectives:

The student will:

1. proceed through the programmed lessons on different nutrients.
2. identify the appropriate characteristics of each nutrient.
3. identify those foods which provide good amounts of each nutrient.
4. complete related exercises to reinforce information learned from the programmed lessons.

Special Instructions:

Instructional Approach:

Introduction to Programmed Lesson: By working this page the student will gain an understanding of how to use a programmed lesson. The student can cut along dotted line to make slider. If necessary the instructor may choose to give verbal instructions to students.

Programmed Lessons: It is suggested that each programmed lesson be given to the student separately. Because of its individualized nature, use of the programmed lesson may be extended beyond the regular classroom.

Related Exercises: The instructor may choose those exercises he/she feels the student would benefit from. When needed, instructions for individual exercises are given. Several of the exercises would be most useful after a study of the basic four, which would logically follow the study of nutrients.

Instructions for Evaluation:

A. Questions:

The teacher may find it useful to also have students answer questions about each nutrient following the individual programmed lesson read. The following questions may serve as a guide for either written or verbal testing.

1. What does this nutrient do for your body?
2. What might happen if you do not get enough of this nutrient?
3. What foods are good source of this nutrient?
4. What foods do you like to eat that have this nutrient?

B. Answer Keys for Related Exercises:

Meet the Meat Group

1. Proteins
2. Iron
3. B
4. Fats

Vitamin A

A. Carrots, Liver, Winter Squash, Dark Greens

B. See in dim light
Smooth skin

Vitamin C

A. Tomato juice, orange, potato

B. Healing cuts
Healing gums

Super Snacks: A. Individual answers B. Peanut butter on bread, oranges, cheese and crackers, milk, carrots, ice cream

Might Milk:

Paragraph: I need nutrients in milk for these reasons: Riboflavin helps keep my skin healthy. Calcium and Vitamin D help make my bones and teeth strong. Proteins help build and repair my body. Besides, I like milk.

Matching:

1. Calcium
2. Vitamin D
3. Protein
4. Riboflavin

Dairy Products Scramble:

B D H W H I P P I N G C R E A M B J K M
O Q C S U B N A E V H C P I Z U C F I N
P S H U M Z U T M Y O G U R T B E G W D
H L E A X I W T N A M V O T J P H F H Q
R D E T S W R G T U E Y E A Z G O M O B
J R S R C P A S T E U R I Z E D M I L K
C Y E D T E W B K F R G C I K H O L E J
R W K M O Y M N U I W M Y T V R G Z M A
E H B A F N I E L T M X I Q H B E S I C
A O D O G I L K H M K M L L J G N O L R
M L R D C U K S O X G L I I K V I A K E
C E V A P O R A T E D M I L K J Z L M A
H M C N E P N C F Q S O R F K T E I Y M
E I B A Y K E D C B U T T E R U D G G K
E L S O U R C R E A M K N P T O M H F I
S K Q D H A L F A N D H A L F S I T U I
E C W N R A L E M P S L R U X R L C J C
A F E D C E R T I F I E D M I L K R B E
N K O X S H C J O I S P D K H T L E M C
G B P W N O N F A T D R Y M I L K A V R
Z C O T T A G E C H E E S E I V A M T E
O D P C V Y Q H V M T I N L S L U J K A
B E G F C H O C O L A T E M I L K I R M

Nutrition Scramble:

B F I D M P G M R H G A U Y N S
Y C A L O R I E L N O L K I I M
L Z A B E A D I C I F X C O B N
U R W R C Y S W R Q B A A K R A
A E A I B A F C N O I T L V E H
R T T B D O T I O N N O J R A K
X C E O R V H X A R C V B O K U
W L R F N S I Y W I B F H O F Y
H D O L E K A M D G A I R G A B
A D P A Q S M U T R L V C H S W
O X A V B Y I C E D A S Z A T A
Y F P I R H N O I G N T M G C L
O S T N R U E N T W C A E E K I
O A J F D Y E E I G E F C S Y I
E L N E N R I C H E D Z M I R O
A R J A M D O D S T D U I S E D
R C U I N U T R I T I O N L N I
P K O V U F A T S E E T E L N N
H C J S T R A N G E T A R D O E
O I F O R T I F I E D B A I O M
S I T T I N G O N A C A L C I U
P R O T E I N S G O E S S T O V
H S T U N N O P A B G I R V S E
O U V I T A M I N S A C C B E Y
R F K I S J E Z L G X F R U I T
O V H Q U R A P T S O O Y N A C
U B V E G E T A B L E U D I W M
S G N P H L R O J C E R E A L F

Think about how a baker makes a cake.
He follows a recipe to make a cake that tastes and looks good.
A recipe for a cake includes many ingredients, such as eggs, flour, salt, and sugar.

Now think about your body. To make it work right and stay healthy certain ingredients are needed. These ingredients are called nutrients. To have a healthy body, you eat foods with the right nutrients. Eating the right food is like following a recipe for your growing body. (Just like the baker does for the cake!)

Do you eat enough of the right kinds of foods?
The way your body works for you depends on what you eat.
You need to eat food that gives you the nutrients your body needs.

Each nutrient does certain special jobs. If you don't eat the right amount of a needed nutrient your body will not work well. Too much of one nutrient does not make up for too little of another nutrient. Think how a cake would turn out if the baker didn't have enough sugar so he added more salt! Your body needs several nutrients. Nutrients working together keep your body going.

The five common groups of nutrients your body needs are:

protein

fats

carbohydrates,

vitamins, minerals

You find these nutrients in the foods you eat. All foods have some nutrient to offer.

How do you know what foods to eat? What foods are best for you? The lessons about nutrients will answer those questions. Each lesson is about a different nutrient. In these lessons, you will find your recipe for good health.

Cut along
dotted lin

These lessons are written for self-study..
This means you work on your own.
You can go as fast or as slow as you wish.

In each lesson, there are several frames.
Each frame has three parts:

1. Some sentences for you to read.
2. A question to help you check what you learned.
3. The answer for the last question from before.

Look at the sample below. For each frame.......

1. Cover the answers on the left with a slider.
2. Read the sentences.
3. Read the question, choose the correct answer.
4. Move slider down to see if you were right.
5. If you were wrong, go back and read the sentences again to find the right answer.
6. When you have the right answer, go to next frame.

These lessons will help you learn about nutrients.
You can teach yourself, because questions and
answers are given.

What will you learn about? (nutrients, answers).

trients

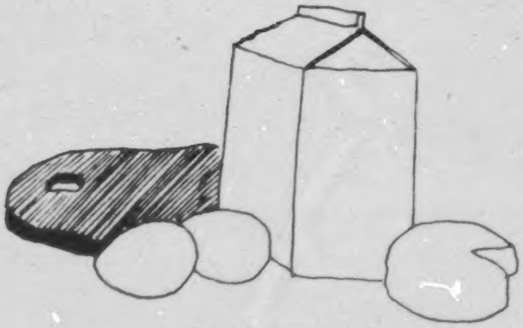
The answers are given so you can check yourself.
Don't look at the answer until after you read the
question and circle your choice.

You will learn best if you (do, don't) peek
in advance.

n't

If you have questions, ask your teacher.

SLIDER



protein

The main building material your body gets from food is protein. Protein builds body tissues such as hair, skin, and even fingernails. Feel your hair. Look at your fingernails and your skin. These body tissues grow because they get protein from food.

Protein (is, is not) an important building material for your body.

is Protein is also needed to keep up these body tissues that have been built. Your blood carries in it a fresh supply of needed protein.

Protein is needed to (keep up, carry) tissues that have been built.

keep up Some of your body tissues are very active. Your muscles, heart and liver contain more protein than any other material. Protein is used to build and to keep up all these body tissues.

Muscles, heart, and liver contain (more, less) protein than any other material.

more Extra protein is needed when new tissues are being built. These people would be building new tissue: a new baby; a mother producing milk in her body for nursing a baby; a growing child; someone who has been ill; an athlete building new muscle tissues.

Protein is needed to build body (weight, tissues).

issues

Protein is made of many parts, which are kind of like building blocks. *Children playing may make* a building using many blocks. Each of these blocks helps to hold the building up.

Protein is made of (many, few) parts that are like building blocks.

any

When food is eaten, the protein is broken down into these many building blocks. It is then carried in the blood to different parts of the body. The body tissues each pick out of the blood whichever building blocks they need. They can pick and choose! This goes on all the time as the body keeps itself in working condition.

The protein in food is broken down into (building blocks, blood).

uilding
locks

Because protein is in all living things, almost all foods have some protein. But the protein in some foods is better than that in others. Some protein has a good supply of all building blocks needed by the body. This protein is called complete protein. Complete protein foods have a good mixture of needed building blocks. They are high value proteins.

Protein that gives the body almost all needed building blocks is called (complete, incomplete) protein.

omplete

The protein is some foods does not have all the needed building blocks. This kind of protein is incomplete by itself. It cannot build body tissues alone. Some of the building blocks are missing.

Protein with some building blocks missing is (complete, incomplete).

incomplete

Foods with incomplete protein are lower in value than complete protein foods. To have value, they would need to be mixed with other protein foods having the missing parts.

Foods with incomplete protein (can, cannot) build and keep up body tissues by themselves.

cannot

Foods with complete protein are from animal sources. These are foods like eggs, milk, cheese, meat, poultry, and fish. These foods contain all of the building blocks that your body needs. They are high value protein foods.

Which five of these foods have complete protein? (apples, beef, bread, cake, cheese, chicken, corn, eggs, milk)

beef
cheese
chicken
eggs
milk

The other foods in the list are from plant sources. Cereals, breads, vegetables, and fruits are from plant sources. Proteins from plant sources have less value because they are incomplete. They give lower value protein.

Protein with some needed building blocks missing are mostly from (plant, animal) sources.

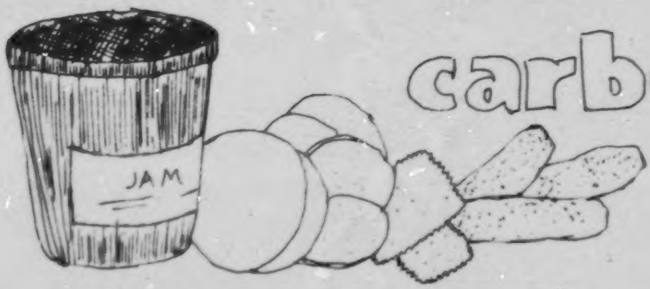
plant

There is a way that the incomplete protein from these plant foods becomes useful. You can add these foods to foods from animal sources in order to have enough good protein. These foods together will give you all the building blocks your body needs.

Which two groups of these foods eaten together would provide good protein? (cereal with milk, spaghetti and meatballs, bread with jelly).

cereal & milk, spaghetti & meatballs

You have read why protein is a key nutrient. It builds and carries on body tissues. You need protein to keep your body in good shape!



carbohydrates

Carbohydrates are sugars and starches. They are used by your body to give you energy for all body activities.

Carbohydrates give your body (activities, energy).

energy Carbohydrates are like fuel. They provide energy to run your body, kind of like gasoline runs a car. Just as a racing car needs more gas, an active body needs more fuel. When you are running hard or lifting something heavy, more energy is being used. But even a slow car uses some gasoline. Even when your body is not very active, it still keeps working. Your heart never stops to rest.

Fuel for body energy is needed (only when working hard, at all times).

at all times People often eat more carbohydrates than they need for energy. When this happens, carbohydrate is stored in the body and turns into extra weight.

Carbohydrate that is not needed for body energy turns into extra body (weight, food).

weight All starches and sugars are carbohydrates. Many foods are rich in carbohydrates. Good sources for starch are grains, such as wheat, corn, oats, and rice. Products made from these grains are flour, macaroni, breads, and cereals. Potatoes and certain other vegetables also have some starch.

Foods with starch are (grain and grain products, sugar).

grain and grain products

Sugar is a carbohydrate too. Honey, molasses, and fruit have sugar in them naturally. But most of the sugar we use is made, or refined. Sugar cane and sugar beets are refined to make table sugar. This refined sugar is used to sweeten foods, and add flavor.

To produce table sugar, sugar cane is (added, refined).

refined

Foods like soda pop, candy and other sweets made with refined sugar have empty calories. This means they provide only carbohydrates and no vitamins, minerals, protein, or other things the body needs. Many people eat too many sweets or use too much sugar to add flavor to foods.

Empty calorie foods have (much, little) food value.

little

Eating too much sugar can cause other health problems. Sugar is very bad for teeth and can cause cavities.

If people ate less refined sugar, their teeth would have (fewer, more) cavities.

fewer

Carbohydrates are a good source of energy. Your body needs foods that have starches and natural sugars. But problems can occur if you eat too many carbohydrate rich foods.

fats

Everyone needs some fat. Fats are concentrated sources of energy. This means that a large amount of energy is supplied in a small amount of food. Fats are a very good source of energy for the body.

Fats are a (good, poor) source of concentrated energy.

ood

Fats have other value, too. Certain vitamins can mix with fat. These vitamins are A,D,E, and K. Fats help your body use these vitamins.

Fats help the body (make, use) certain vitamins.

se

Your body has many important organs...like the heart and the kidney...to help it work. Body fats can protect these organs by making a cushion around them. This fatty cushion gives support and helps keep organs from being injured.

Body organs are protected by fatty (acids, cushions).

ushions

Another good use of fats is to slow digestion. Through digestion the food you eat is broken into small parts. These parts are taken in, or absorbed, by your body. It takes a long time for fat to be absorbed by your body. During this time the feeling of hunger is less. You feel full without needing to eat again for a time.

Fat slows the process of (digestion, eating).

digestion

Some foods, like butter, shortening, and salad oils, are almost all fat. These foods are used as spreads or added to other foods in cooking. Many popular snacks, baked goods and desserts are made with these fats.

Foods that are almost all fat are used to add (color, flavor) to foods.

flavor

Foods may also be cooked in butter, shortening, or salad oil. These fats used to fry foods give a taste people like. Foods like potato chips and doughnuts are fried in fats.

Fats are used for frying foods. (true, false)

true

Some foods have fats which are mixed with proteins and carbohydrates. Fodds with a lot of fat are cream, chocolate, meats like bacon and bologna, peanut butter and nuts.

Some foods containing fats have other (nutrients, oils) too.

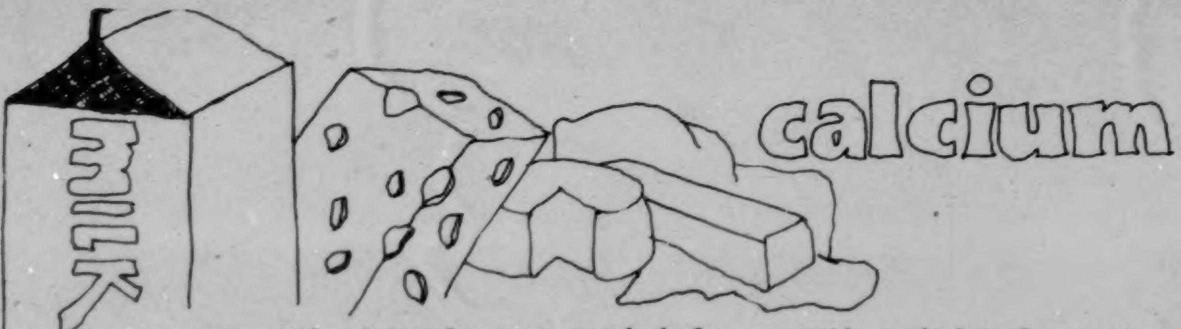
nutrients

Most people like the taste of fatty foods. They may eat more than their body needs for energy. If more fats are eaten than are needed, they are stored in the body as fatty tissue. When more fatty foods are eaten than are needed, fat tissue continues to build. Fat not used is stored in paddings under the skin and in the stomach area. This makes people fat!

The body (gets rid of, stores) fats not needed for energy.

stores

Fats are necessary for energy and other body uses. But too many fatty foods can cause too much weight and poor health.



A number of minerals are needed for growth and development. There is more calcium in the body than any other mineral. Its main purpose is to help build bones and teeth. The hardness of bones and teeth is due to calcium.

Calcium helps to make bones and teeth (soft, hard).

ard Have you ever seen a bowlegged person? When children do not get enough calcium their bones may get weak and soft. Soft bones cannot hold up the body well, so they bend. Children whose bones are growing fast need calcium.

Children need calcium to build bones that can support their bodies. (true, false)

rue Old people can have problems with their bones too. Their bones may get brittle and fragile and then break easily. Older people need calcium to keep their bones from becoming weak.

Older people may find their bones becoming (brittle, soft).

rittle Almost all calcium in the body is found in bones and teeth. The rest of body calcium helps the heart, muscles and nerves to work. Some calcium is also needed for blood to clot so that bleeding will stop.

Calcium helps blood to (flow, clot).

clot

When you buy foods from the dairy counter, you are getting calcium. Milk is the best source of calcium. Children whose bones are growing fast need lots of milk. Other dairy products, like cheese and ice cream, are good too. Dark green, leafy vegetables and salmon or sardines have some calcium.

The best sources of calcium are (dairy, meat) products.

dairy

Without enough calcium, you can have trouble with your teeth and bones. These problems cannot always be seen. But a doctor can see them with x-rays. All of us need calcium to keep our bodies strong!

iron

Iron is a mineral needed to make healthy blood. Blood is used to carry oxygen from your lungs to all parts of your body. If your blood has too little iron, it cannot carry enough oxygen. Without enough oxygen carried to places that need it, your body will not work well.

Iron is needed to carry oxygen in your (blood, lungs).

blood Not getting enough iron has become a big problem. Many people need more iron in their diet. Chances are that you are not getting enough iron. Without enough iron, you could lose your energy and feel tired and run down.

Many people (do, do not) have enough iron in their bodies.

do not If you are really low in iron, you have what is called anemia. An anemic person has poor health. He loses his strength and becomes weak. When playing games or climbing stairs he may get short of breath. He gets tired often and may need to sleep a lot more. He may even look pale and have headaches.

An anemic person does not have (energy, headaches).

energy Certain people are more likely than others to be low in iron. Young children need a lot of iron to keep up with their fast-growing bodies. Teenage girls and women also need to be sure they have enough iron. They are more likely to get anemia than boys or men.

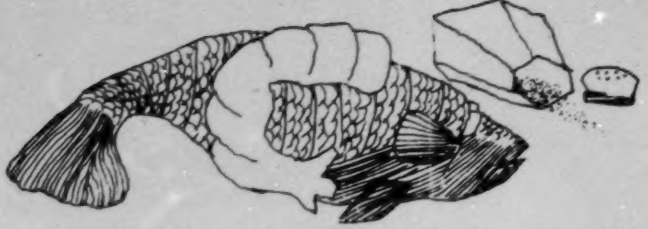
Children, girls and women need iron rich foods. (true, false) true

Why do many people have trouble getting enough iron? One reason is that only a few foods have much iron. Liver and other lean meats are the best source of iron. Egg yolk, dried fruits and vegetables, and molasses are other good iron-rich foods. Breads and cereals that are enriched have only small amounts of iron.

The best sources of iron are (bread and cereals, lean meats).

lean meats

You can see that there are not a lot of iron-rich foods. It is not easy to get enough iron every day by eating good meals. That is why so many people become run-down and anemic. If you feel like you need more energy, you may need more iron! Your doctor can test your blood to see if you have enough iron. He may tell you to add iron pills to your daily diet in order to have healthy blood.



iodine

Iodine is a mineral that is needed by the body in very small amounts. That little bit is very important. It helps the thyroid gland to do its work. This gland is found in your throat.

Iodine helps the (throat, thyroid) gland to work.

thyroid

If the thyroid gland does not get enough iodine, the result is goiter. A goiter is a large swelling on the front of the neck. People with goiter have a big bump on their neck.

Too little iodine causes (goiter, thyroid).

goiter

Goiter used to be a problem in some states. The states which are problem places are away from the sea coast. Soil and water in areas near the sea contain iodine. People who live near the sea get enough iodine in the foods they eat. People in other states, like Wisconsin, might not eat enough seafood and foods grown in iodine-rich soil.

People in states away from the sea (may, may not) get enough iodine in foods.

may not

The problem of goiter was solved simply by adding a little iodine to table salt. Salt with iodine is called iodized salt. Iodized salt is the best source of iodine.

Iodine is added to (salt, sugar).

salt

If you do not live near a sea coast, you need to use iodized salt. Look at the front of a box of salt from the store. The label will say whether or not it is iodized salt.

vitamin a

There are many vitamins needed for the body to grow and develop. Scientists have worked to find out just what these vitamins are. One vitamin needed for growth is Vitamin A.

The body needs Vitamin A for (extra energy, growth).

growth Vitamin A is needed for four main reasons. One of these is that Vitamin A helps the eyes to see in dim light. This means that if your body has enough Vitamin A, you will be able to see better at night.

Vitamin A is needed so you can see in (dim, bright) light.

dim Another reason your body needs Vitamin A is to keep your skin smooth. If you do not have enough Vitamin A, your body may have brown spots that feel like goose pimples.

Vitamin A helps to keep your skin (dull, smooth).

smooth A third way Vitamin A helps your body is to fight infection. This means that if you cut yourself, your body can stop the growth of germs. To do this your body needs enough Vitamin A.

Vitamin A helps your body (resist infection, have more energy).

resist infection Vitamin A also helps your body grow. If you want to grow and be healthy,be sure you have plenty of Vitamin A in your diet.

To help you grow, your body needs (Vitamin A, Riboflavin).

tamin A

Vitamin A is found in many foods. Liver is an excellent source of Vitamin A. Just one serving of cooked beef liver gives you more than your daily need of Vitamin A.

An excellent source of Vitamin A is (steak, liver).

iver

Other good animal sources of Vitamin A are kidney and whole milk. Plain skim milk does not have much Vitamin A. Skim milk is milk which has had the fat removed. This takes out Vitamins A and D which are found in the fat of milk. Vitamin A can be added to skim milk. Skim milk with Vitamins A and D added is called fortified skim milk.

Three animal sources of Vitamin A are: (whole milk, apples, oranges, fortified skim milk, kidney).

ole milk,
rtified
im milk,
dney

Beside animal foods, many deep yellow or green vegetables also supply Vitamin A. Some of these are broccoli, carrots, pumpkin, dark leafy greens, sweet potatoes, apricots. and cantaloupe.

Five fruits and vegetables that supply Vitamin A are: (potatoes, pumpkin, carrots, celery, broccoli, apricots, cantaloupe, apples).

mpkin,
rrots,
occoli,
ricots,
ntaloupe

Be sure you have one serving of a fruit or vegetable high in Vitamin A each day. If you do, you will likely have enough Vitamin A.

thiamine

Some of our most popular vitamins belong to a group called the B vitamins. Thiamine is one of these B vitamins. It is needed to help keep your body healthy.

Thiamine is needed to help keep your body (popular, healthy).

healthy Your body has a nervous system. Your nervous system rules how you react to things. If you do not have enough thiamine, you may become very nervous. Thiamine helps to keep your nervous system healthy.

To keep your nervous system healthy, your body needs (thiamine, niacin).

thiamine Energy is used by your body. It is used like fuel because it helps your body run. Food is broken down in a certain way to give your body this energy. Thiamine helps to change food into energy.

In your body, thiamine helps to change food into (fat, energy).

energy Your body needs food for you to grow and stay healthy. When you feel hungry, your body is telling you it needs food. Thiamine helps you feel hungry at the right times.

When your body needs food thiamine helps you feel (thirsty, hungry).

ungry

Once you have eaten, your food is broken down into smaller parts. Most often, you hardly know this is happening. This is because it is so smooth. Thiamine helps to keep it this way.

Thiamine helps food to break down (smoothly, roughly).

moothly

Thiamine is found in a group of foods you eat often. These are whole grain and enriched breads and cereals. Enriched means that needed nutrients have been added.

Breads and cereals that are enriched have nutrients (added, taken away).

dded

Thiamine is in other foods too. Some foods that give good amounts of thiamine are: meats (especially pork), eggs, dried beans and peas, and potatoes.

Three foods that give good amounts of thiamine are (cabbage, dried beans, enriched breads, milk, pork).

nriched
read,
ork,
ried
eans

Thiamine helps you get needed energy from food. Look at your cereal box to see if thiamine is listed on the label.

riboflavin

Riboflavin is another one of the B vitamins. It is also needed to keep your body healthy.

One of the B vitamins needed to keep your body healthy is (iron, riboflavin).

riboflavin

Your body is made up of small bits called cells. These cells need to use oxygen for different reasons. Riboflavin helps your body cells use oxygen.

To help body cells use oxygen, your body needs (roughage, riboflavin).

riboflavin

You want your skin to look smooth and healthy. Riboflavin helps to keep your skin smooth and healthy.

Riboflavin is needed for smooth and healthy (skin, hair).

skin

Have you ever gone from a very dark room into a very brightly lit room? For a moment you may have had trouble seeing. If your body had enough riboflavin, your eyes should have adjusted quickly so you could see. Riboflavin helps your eyes adjust to changes in light.

Riboflavin helps your eyes adjust to changes in (light, air).

light

Which foods are rich in riboflavin? Milk and milk products such as cheese and ice cream contain riboflavin.

Two foods with good amounts of riboflavin are: (pumpkin, milk, bananas, cheese).

heese,
ilk

But riboflavin is destroyed by light, especially sunlight. Because of this, milk should be put in the refrigerator as soon as you get it.

Riboflavin is destroyed by (heat, light).

ight

There are other foods that have riboflavin. These are meats, eggs, and whole grain and enriched breads.

Three other foods with riboflavin are (eggs, meat, potato chips, pretzels, whole grain cereal).

ggs
eat
hole grain
ereal

When you eat a good variety of foods you will likely get enough riboflavin. If you have enough riboflavin you will help to keep your skin smooth and your body healthy.

niacin

Your body needs energy to run on. Niacin works with other B vitamins to give you energy. It does this by helping to change food into energy for the body.

Niacin works with other B vitamins in your body to change food into (energy, fat).

energy

Niacin helps your body in other ways too. It helps you grow and stay healthy.

Niacin helps your body to grow and stay healthy. (true, false)

true

Do you like peanut butter on whole grain or enriched bread? If you eat enough of these, chances are you will get enough Niacin. Peanut butter and whole grain or enriched breads and cereals are good sources of Niacin.

Two good sources of Niacin are (apples, peanut butter, squash, whole wheat bread).

peanut butter, whole wheat bread

Other foods also have good amounts of Niacin. Some of these are meat, poultry, fish, dried beans, and peas.

Meat, poultry, fish, beans and peas are foods with good amounts of (Vitamin C, Niacin).

Niacin

Niacin helps you grow and stay healthy. Watch your diet and be sure to include foods with Niacin.

vitamin c

The body's need for food with Vitamin C has been known for many years. People didn't know why these foods were needed. They did know that eating certain fruits would help to keep them healthy.

People have learned that Vitamin C helps to keep them (healthy, strong).

ealthy

You need Vitamin C to help hold body cells together. It also helps to make the walls of blood vessels stronger. If you have bleeding gums and bruise easily chances are you have not been getting enough Vitamin C.

Two reasons you need Vitamin C are to (make the walls of blood vessels stronger, keep your eyes healthy, hold cells together).

ake the
alls of
essels
tronger.
old body
ells
ogether

Have you ever fallen down and scraped your arm or leg? You may have bled for a time but when you stopped bleeding you had a scab. If you were careful not to touch it, the scab came off after a few days. Your skin healed and you probably could not see where you fell. Vitamin C helped your wounds to heal faster and better.

Vitamin C helps to (give your cell oxygen, heal wounds).

eal
ounds

When you are young, you need lots of Vitamin C each day. At this time your bones and teeth are growing. Vitamin C helps to build good bones and teeth. You need to have some Vitamin

C foods each day. This is because Vitamin C is used up quickly.

You need to include Vitamin C with your daily (diet, exercise

diet

Some of the best and most tasty foods in your diet have Vitamin C. Many fruits have good amounts of Vitamin C. Some of the best fruit sources are oranges, grapefruits, strawberries, and cantaloupe.

Oranges, grapefruits, and strawberries all have good amounts of (Vitamin B, Vitamin C).

Vitamin C

Many vegetables also have Vitamin C. Some of the better vegetable sources are broccolli, raw cabbage, tomatoes, green peppers, and potatoes.

Which three vegetables are good sources of Vitamin C? (broccoli, carrots, green peppers, corn, tomatoes)

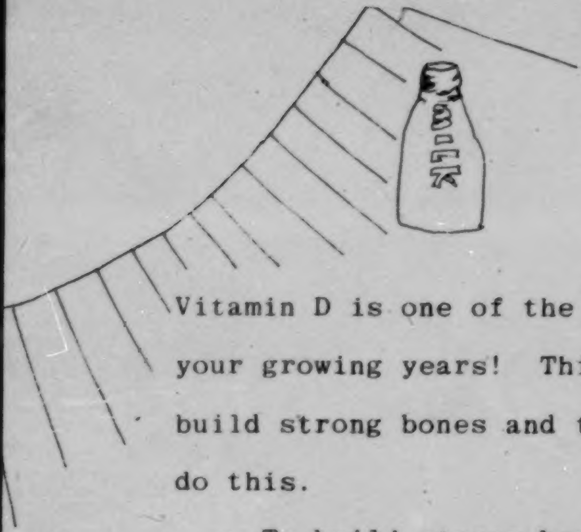
broccoli, green peppers, tomatoes

When you wash different fruits and vegetables do this quickly. Don't leave the food in the water very long. This is because the Vitamin C is lost in the water.

Vitamin C is lost in (fat, water).

water

On some food labels you may see the words Ascorbic Acid. This means the food has Vitamin C.



vitamin d

Vitamin D is one of the vitamins you don't want to miss during your growing years! This is because Vitamin D helps you to build strong bones and teeth. Vitamin D works with calcium to do this.

To build strong bones and teeth you need Vitamin (A, D).

D

Pregnant women also need alot of Vitamin D. This is so the growing baby can begin to build strong bones and teeth.

Which group needs more Vitamin D? (Young men, pregnant women)

pregnant women

When you go outside on a sunny day you are getting Vitamin D. This is because when your body is exposed to sunlight, Vitamin D forms in the skin.

Going outside on a sunny day will help you get Vitamin D. (true, false)

true

Beside sunshine, the only rich sources of Vitamin D are milk fortified with Vitamin D and fish liver oils. Eggs and some fish have small amounts of Vitamin D.

Three rich sources of Vitamin D are: (fish liver oils, poultry, red meats, sunshine, Vitamin D fortified milk).

ish liver il, sun-hine, itamin D ortified ilk

Do you go outside on sunny days? There are so many things you can do outside. You can go for a walk, build a snowman, or do just about anything. You will also be getting Vitamin D.

Food is the basis of life, the fuel that runs your body.
Your body uses food to provide the nutrients you need.
You have learned about the important nutrients in these lessons.
This will help you choose the right foods to give you needed nutrients
But it may be hard to know how much of which foods you need.

A daily guide has been prepared to help you.
This guide puts foods into four food groups.
Each group has foods with similar nutrients.

These groups are: the meat group the milk group
the vegetable-fruit group the bread-cereal group

Everyone needs nutrients from all groups.
You need to eat a variety of foods from each group every day.
The amount needed will depend on your age and your body needs.
The suggested amount is given with the guide:

DAIRY FOODS daily, as such or in cooking Children....3 or 4 Glasses Teen-agers 4 or more Glasses Adults.... 2 or more Glasses	MEAT GROUP 2 or More Servings Meat, Poultry, Fish Eggs, or Cheese
VEGETABLES AND FRUITS 4 or more servings Include one citrus fruit and one deep green or yellow vegetable	BREADS AND CEREALS 4 or more servings Enriched

We have in our country one of the best supplies of foods in the world.
Does your diet contain enough foods from all groups?
If it does, good nutrition will take care of itself.

Vitamin A

Why do you need Vitamin A?
To help you grow tall day after day.
It helps your eyes in dim light to see
It helps your skin stay smooth as can be.
Do you need Vitamin A too?
Yes, all of us really do.

Draw a circle around four Vitamin A foods.

LETTUCE

WINTER SQUASH

CARROT

APPLE

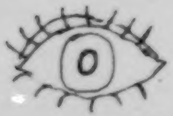
DARK GREENS

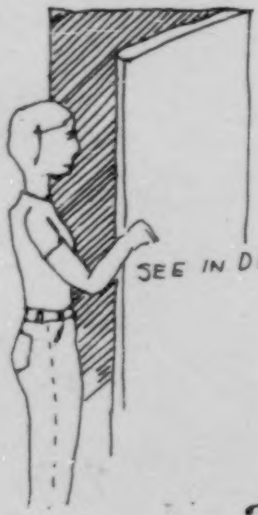
LIVER

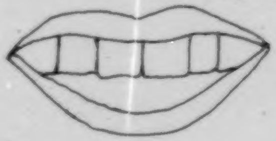
BREAD

PEANUT BUTTER

Draw a circle around two ways Vitamin A helps you.


LONG EYELASHES


SEE IN DIM LIGHT


STRAIGHT TEETH

SMOOTH SKIN

Vitamin C

If your skin should break or tear
Vitamin C will do repair
Mouth and gums stay healthy too
If Vitamin C's a part of you
To help you in good shape to stay
Eat Vitamin C every day.

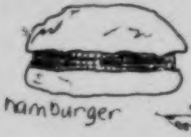
Draw a circle around three Vitamin C foods.

ice cream

potato

beet

orange

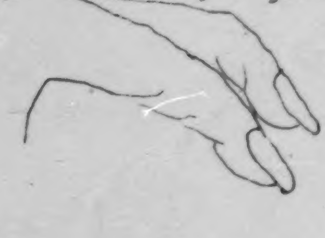

hamburger

bread

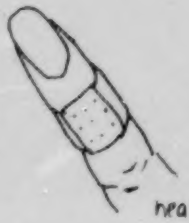
tomato juice

carrot

Draw a circle around two ways Vitamin C helps you.


long fingernails

curly hair


healing cuts

healthy gums

Super Snacks

Snacks are foods eaten between meals. Snacks can be good for your health. The trick is to eat only good foods for between meal snacks. Plan your snacks so that they

-are good to eat and good for you.

-will give you nutrients that you need.

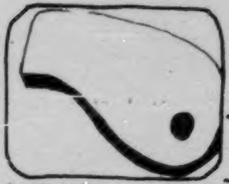
-will not ruin your appetite before a meal.

Name one or two snacks from each food group:

FRUIT AND VEGETABLE

____

____



MEAT

____

____

MILK

____

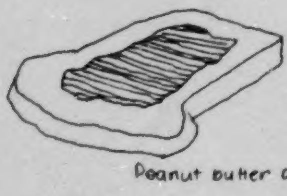
____

BREAD AND CEREAL

____

____

Draw a circle around the six super snacks that are good for you. A clue is to look for snacks from the food groups only.

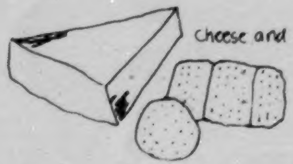


Peanut butter on bread

icecream

orange

cookies



Cheese and crackers

candy

MILK

CARROTS

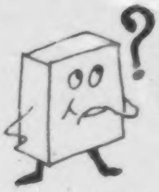
POP

Gum

Meet the Meat Group

Beef, fish and pork are the meats to eat.
Plus chicken and eggs which can't be beat.
They give you iron and protein too.
Both of which are good for you.
Iron for your muscles, and for your blood.
Iron to get energy from your food.
Protein builds muscles, bones, and hair.
Protein is needed for energy and repairs.

Fill in the blanks with answers to these rhyming riddles:



_ _ _ _ E _ _

Begins with P and ends with N.
Helps build your body up again.

_ R _ _

It's in a car and a slice of bread,
In your body from toes to head.
Helps carry oxygen to make blood red.
Helps you get energy from food you're fed.

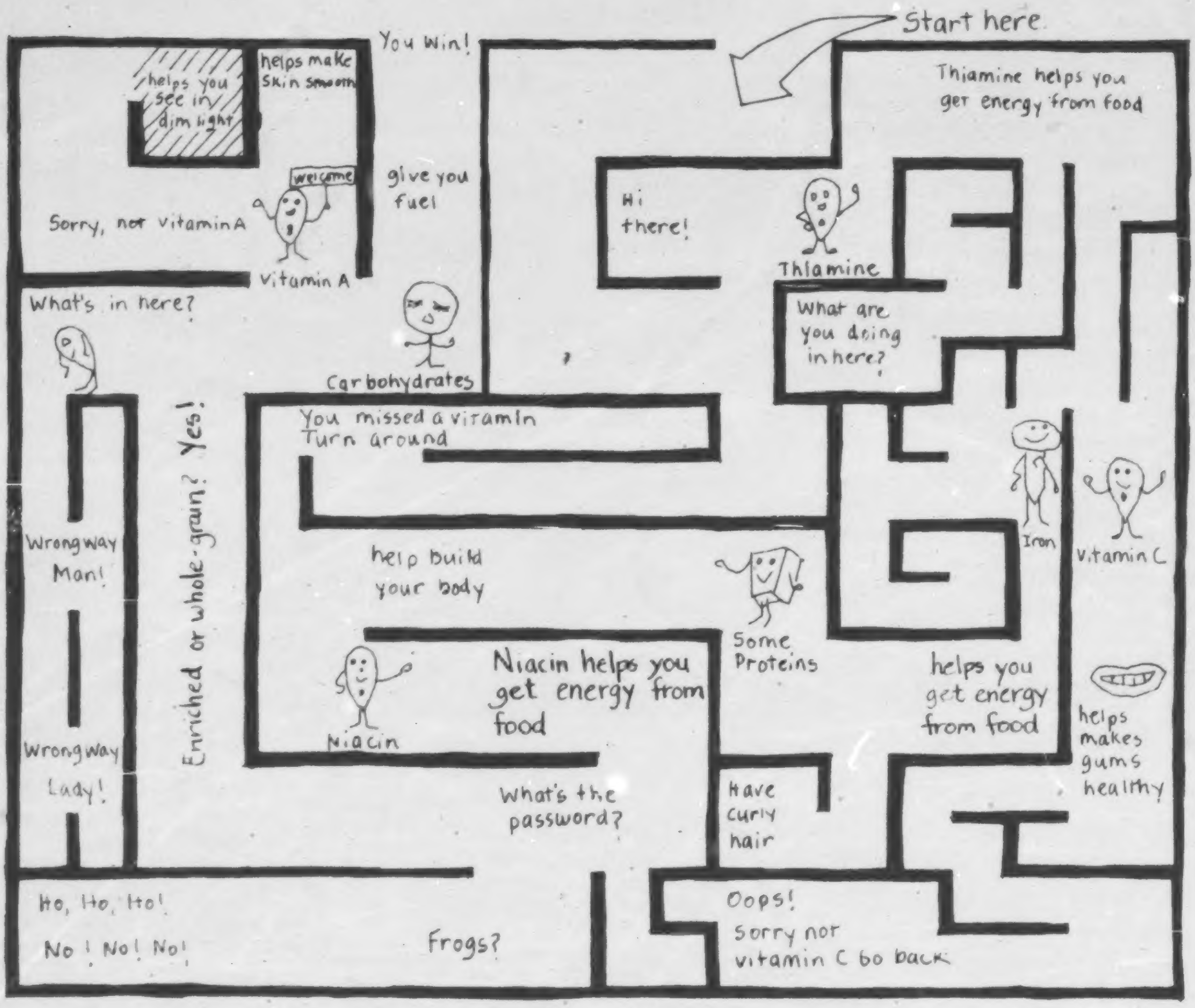
Thiamine, niacin, riboflavin too,
Help you use energy, that's what they do.
They help skin and nerves for you and me.
What they are is vitamin __.

Everybody needs some of these
But not too very many please.
You use them for fuel, so do cats.
They sound like bats, hats, and rats.

F _ _ _

BREAD AND CEREAL

Breads and cereals have much to offer. In the maze, your clues will be nutrients in the bread and cereal group. Draw a path through to the end. Don't be tricked by other nutrients.



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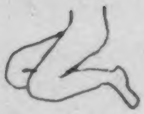
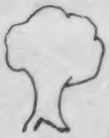
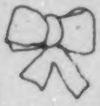
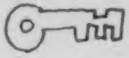
Mighty Milk

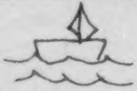
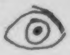



EEeeE

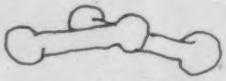
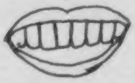
I ___D NU___ENTS IN MILK 4 Th___ REASO

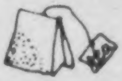
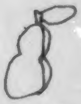
RI__FLAVIN HELPS ___P MY SKIN HEALTHY.

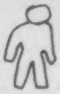
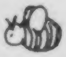
CAL__UM AND V_TAMIN D HELP MAKE

MY ______ AND _____ STRONG.

PRO__IN HELPS BUILD AND RE ____

MY _____. __SIDES, I LIKE MILK!

Match each nutrient found in milk with the right definition.

__1	A mineral that helps make teeth and bones strong.	A.	Calcium
__2	A vitamin that is added to milk.	B.	Protein
__3	Nutrient used to build and repair the body.	C.	Riboflavi
__4	A vitamin that helps your skin to stay healthy.	D.	Vitamin D

Dairy Products

There are many foods that are dairy products. Look at the list below. If you do not know what some of the products are, find out. Each of these words is hidden in the maze below. Words can be found in any of these three ways: across (→), down (↓), at an angle (↘). Circle each word as you find it.

Butter
Buttermilk
Certified Milk
Cheese
Chocolate Milk
Condensed Milk
Cottage Cheese
Cream
Cream Cheese
Dry Whole Milk
Evaporated Milk
Half and Half
Homogenized Milk
Ice Cream
Light Cream
Nonfat Dry Milk
Pasteurized Milk
Raw Milk
Skim Milk
Sour-cream
Whipping Cream
Whole Milk
Yogurt

B	D	H	W	H	I	P	P	I	N	G	C	R	E	A	M	B	J	K	M
O	Q	C	S	U	B	N	A	E	V	H	C	P	I	Z	U	C	F	I	N
P	S	H	U	M	Z	U	T	M	Y	O	G	U	R	T	B	E	G	W	D
H	L	E	A	X	I	W	T	N	A	M	V	O	T	J	P	H	F	H	Q
R	D	E	T	S	W	R	G	T	U	U	Y	E	A	Z	G	O	M	O	B
J	R	S	R	C	P	A	S	T	E	U	R	I	Z	E	D	M	I	L	K
C	Y	E	D	T	E	W	B	K	F	R	G	C	I	K	H	O	L	E	J
R	W	K	M	O	Y	M	N	U	I	W	M	Y	T	V	R	G	Z	M	A
E	H	B	A	F	N	I	E	L	T	M	X	I	Q	H	B	E	S	I	C
A	O	D	O	G	I	L	K	H	M	K	M	L	L	J	G	N	O	L	R
M	L	R	D	C	U	K	S	O	X	G	L	I	I	K	V	I	A	K	E
C	E	V	A	P	O	R	A	T	E	D	M	I	L	K	J	Z	L	M	A
H	M	C	N	E	P	N	C	F	Q	S	O	R	F	K	T	E	I	Y	M
E	I	B	A	Y	K	E	D	C	B	U	T	T	E	R	U	D	G	G	K
E	L	S	O	U	R	C	R	E	A	M	K	N	P	T	O	M	H	F	J
S	K	Q	D	H	A	L	F	A	N	D	H	A	L	F	S	I	T	U	I
E	C	W	N	R	A	L	E	M	P	S	L	R	U	X	R	L	C	J	C
A	F	E	D	C	E	R	T	I	F	I	E	D	M	I	L	K	R	B	E
N	K	O	X	S	H	C	J	O	I	S	P	D	K	H	T	L	E	M	C
G	B	P	W	N	O	N	F	A	T	D	R	Y	M	I	L	K	A	V	R
Z	C	O	T	T	A	G	E	C	H	E	E	S	E	I	V	A	M	T	E
O	D	P	C	V	Y	Q	H	V	M	T	I	N	L	S	L	U	J	K	A
B	E	G	F	C	H	O	C	O	L	A	T	E	M	I	L	K	I	R	M

Nutrition Scramble

Each of the words in this list is hidden in the maze below. Words can be found in any one of these three ways: across (→), down (↓), at an angle (↘↗). Circle each word as you find it.

Ascorbic Acid
Balanced Diet
Basic Four
Bread
Breakfast
Calcium
Calorie
Carbohydrate
Cereal
Daily Food Guide

Dairy
Diet
Enriched
Fats
Fortified
Fruit
Iodine
Iron
Meat
Minerals

Niacin
Nutrients
Nutrition
Phosphorous
Protein
Riboflavin
Thiamine
Vitamin
Vegetable
Water

```
B F I D M P G M R H G A U Y N S E
Y C A L O R I E L N O L K I I M H
L Z A B E A D I C I F X C O B N D
U R W R C Y S W R Q B A A K R A T
A E A I B A F C N O I T L V E H A
R T T B D O T I O N N O J R A K D
X C E O R V H X A R C V B O K U A
W L R F N S I Y W I B F H O F Y I
H D O L E K A M D G A I R G A B L
A D P A Q S M U T R L V C H S W Y
O X A V B Y I C E D A S Z A T A F
Y F P I R H N O I G N T M G C L O
O S T N R U E N T W C A E E K I O
U A J F D Y E E I G E F C S Y I D
E L N E N R I C H E D Z M I R O G
A R J A M D O D S T D U I S E D U
R C U I N U T R I T I O N L N I I
P K O V U F A T S E E T E L N N D
H C J S T R A N G E T A R D O E E
O I F O R T I F I E D B A I O M O
S I T T I N G O N A C A L C I U M
P R O T E I N S G O E S S T O V E
H S T U N N O P A B G I R V S E W
O U V I T A M I N S A C C B E Y T
R F K I S J E Z L G X F R U I T D
O V H Q U R A P T S O O Y N A C M
U B V E G E T A B L E U D I W M E
S G N P H L R O J C E R E A L F K
```

FOOD GROUP BINGO

1. You will fill in your own bingo card, writing the name of a food in each square. Each row across is for one food group. You will need to think of four foods that are in each group. For instance, write only foods that are fruit or vegetables in the top row.
2. Use specific foods, such as: chocolate milk, rye bread, corn flakes.
3. After all are finished writing, start with one person who reads the food from one of his squares. He then makes an X over it. Anyone who has the same food also crosses it out on his card.
4. Each person takes a turn calling a food. When someone has four in a row, he calls "BINGO". That person wins.
5. Another way is to continue calling and marking until one person has all foods crossed out.

Fruits and Vegetables				
Breads and Cereals				
Milk Products				
Meats				

To The Teacher

Identification:

Title: Basic Four Bingo

Substantive Area: Family Foods and Nutrition

Special Instructions:

Equipment Needed:

-Basic Four Bingo Cards, one for each student.

-Basic Four Picture Cards, one for each student, to be cut apart into picture squares. One picture card cut up in advance for teacher to use.

-Glue or similar materials to attach picture squares to Bingo Card.

-Markers to cover squares (i.e. beans, buttons, etc.).

Directions:

1. To prepare card used for calling, teacher has to cut up one picture card into squares. The corresponding number from the sheet giving clues is written on the back of each square. As caller, she will then randomly select a card, use the number on back to identify which clue is to be read, then set card in a separate place to later refer to for checking.

2. Each student receives both a bingo card and a picture card. There are two extra nutrients pictured so that the student can select those 16 which he wishes to use. Student then attaches selected pictures in any arrangement desired on the bingo card.

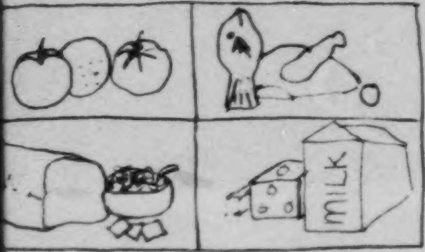
3. When students have card ready, play begins.

4. The teacher randomly draws one of the picture squares, and uses number on back to identify which clue on the sheet is to be read. The name of the nutrient is not read.

5. Player uses a marker to cover square of nutrient that has been described.

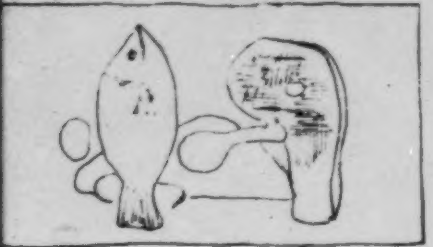
6. Play continues until one student has a line, a diagonal or four corners covered with markers. The student who does this first calls "Basic Four" and reads the nutrients covered. If all are correct he wins the round.

F O U R

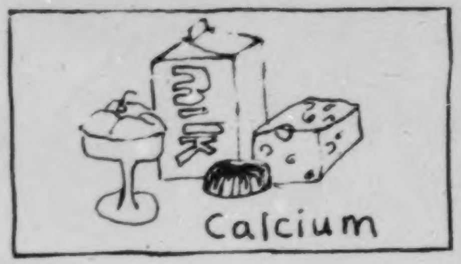

MILK

Vitamin A

Vitamin D
MILK

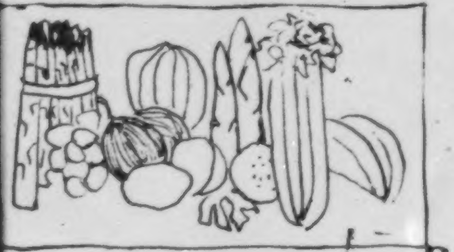


Thiamine


Milk
Calcium

CEREAL
Niacin

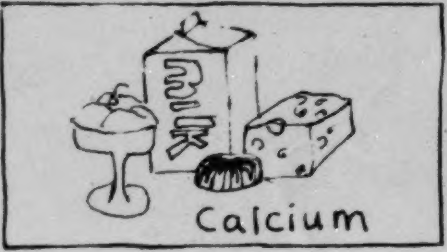
Iron

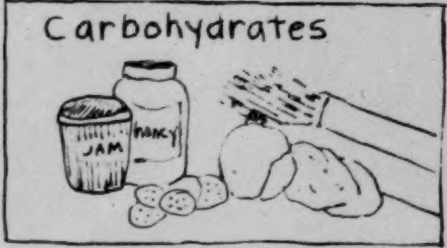


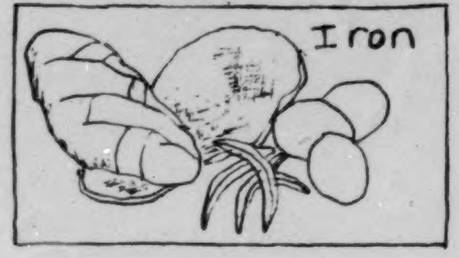
Riboflavin

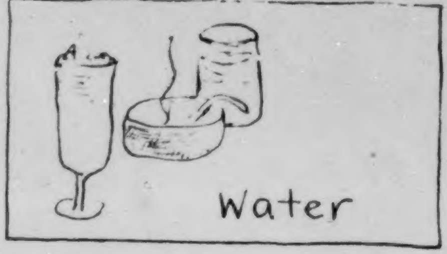
Iodine

PICTUR









PICTURE SQUARES

Clues For Basic Four Bingo

1. PROTEIN: This nutrient helps build and repair body tissues. It is found in two forms, "complete" and "incomplete". It is found "complete" in meats.

2. CARBOHYDRATES: This nutrient supplies energy for your body. The bread and cereal group has large amounts of the nutrient. It comes in two forms: (1) sugar and (2) starch.

3. FATS: This nutrient gives you large amounts of energy. Two foods that have a lot of this nutrient are butter and shortening.

4. CALCIUM: You need this mineral to help build strong bones and teeth. It also helps to make blood clot. This mineral is found in milk and other dairy products.

5. IODINE: This mineral is needed to prevent goiter. It is found in some seafoods and is added to some salts.

6. IRON: This mineral is needed to build red blood cells. It helps carry oxygen to all parts of the body. Liver, lean meats, and egg yolk have this mineral.

7. VITAMIN A: This vitamin helps your eyes adjust to dim light. The vitamin is found in liver, carrots, and broccoli.

8. THIAMINE: This B vitamin helps to keep your nervous system healthy. It also helps you to have a good appetite. Pork, eggs, and enriched breads and cereals have this vitamin.

9. RIBOFLAVIN: This B vitamin helps your body cells use oxygen. It also helps your skin and lips. Meats and dairy products have good amounts of this B vitamin.

10. NIACIN: This B vitamin helps to change food into energy in your body. It also helps you to grow and stay healthy. Meats, fish, poultry, and eggs all have this B vitamin.

11. ASCORBIC ACID: This is another name for Vitamin C. It helps your body fight infection. Citrus fruits are the best source of this vitamin.

12. VIATAMIN D: This is the "Sunshine Vitamin". It helps to build strong bones and teeth. Sunshine, fortified milk, and fish liver oils all provide this vitamin.

13. WATER: This is essential to life. You can go without food for several days but you cannot go without this for very long.

14. BASIC FOUR: This is a daily food guide. It is divided into four groups. This guide helps you plan meals that have the foods you need.

15. DAIRY PRODUCTS: This food group is high in calcium. Teenagers need 4 or more servings from this group each day. Cottage cheese and ice cream belong to this group.

16. MEAT GROUP: This food group is high in protein. We need 2 or more servings daily from this food group. Pork, chicken, and dried beans are in this group.

17. FRUITS AND VEGETABLES: This group is high in vitamins. We need 4 or more servings from this group each day. Oranges, bananas, and green beans belong to this group.

18. BREAD, CEREAL GROUP: This group is high in carbohydrates. We need 4 or more servings daily. It includes macaroni products.

ANNOTATED BIBLIOGRAPHY
OF INSTRUCTIONAL MATERIALS
FOR USE BY HOME ECONOMICS TEACHERS
WITH EDUCABLE MENTALLY RETARDED STUDENTS

Fern M. Horn, Professor
Anita O. Barsness, Instructor
University of Wisconsin-Stevens Point

May, 1974
Second Printing, May, 1975

Project No. 4-3670/R004

This publication incorporates the original bibliography plus additional sources which have been examined during this past year. The new listings are identified with an asterisk (*).

INTRODUCTION TO USE OF ANNOTATED BIBLIOGRAPHY

This bibliography has been prepared to assist the home economics teacher in selecting materials for use with educable mentally retarded (EMR) students. The achievement level of an EMR student is far below his needs and interest level. An adolescent achieving at an elementary level is in the unfortunate position of being academically unable to use regular secondary materials while also finding regular elementary level material inappropriate for content and approach. This student needs to have concepts appropriate for his age presented in a manner that he can understand.

Listings are limited to publications which relate to home economics and are available for purchase. The listings are in two sections, according to whether use is to be by student or teacher. Student materials are categorized according to subject matter area, with only high interest-low reading level materials included. The section for teacher use contains curriculum guides and teaching resources as well as publications written for elementary aged students which could provide some help to teachers in adapting materials. Several materials received are omitted from this listing but are located in the UW-SP Home Economics Education Materials Center (mainly those not intended for wide distribution; i.e. unpublished curricula).

To assist in the selection of student materials, a grade level placement for resources is given. Many factors influence the level of difficulty for any given individual, including the degree of interest in the subject, the choice of words used, and the style of writing. Although these factors are not easily measured, a general determination of grade level can be helpful. If the publisher stated a reading level, this is given as either the grade level or EMR for special education materials. In addition, calculated reading levels were made using a formula developed by Robert Gunning[1] in which selected samples of 100 words are each computed as follows:

1. Compute the average number of words per sentence.
2. Count the words of three or more syllables.
3. Add these two figures and multiply by four-tenths.

The reader will note discrepencies between the calculated reading level and the publisher's reading level which implies that this is a rough measure only and that different reading formulas were used in computations.

The annotations are a combination of publisher information and individual review by the assistant project director. Price information is the latest available at the time of printing, but is subject to change by the publisher.

To keep this bibliography current, plans include continued search and review, with a supplement to be distributed at a future date. Please send any suggestions for additional resources to Dr. Fern M. Horn, School of Home Economics, University of Wisconsin-Stevens Point, Stevens Point, Wisconsin 54481.

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[1] Gunning, Robert. The Techniques of Clear Writing. New York: McGraw Hill, 1952.

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I. PUBLICATIONS FOR STUDENT USE

COMPREHENSIVE

1. Caraher, Pauline and Beatrice Flint, The Homemakers' Guide. Teacher/ Education Center, 230 East Ninth Street, Cincinnati, Ohio 45202. 98pp $1.85

   Computed R.L.5   Publisher's R.L. EMR

   Written by a home economics teacher and a special education teacher, this self-contained workbook has practical guidelines and exercises in homemaking for secondary special education students. Includes three units: Foods (50 pages-food and nutrition, care and use of appliances, safety and cleanliness in kitchen, measurement, using recipes); Clothing (30 pages-grooming, fabrics, sewing by hand and machine); and Home Management (12 pages-house cleaning, safety).

2. Davis, Martha J. and M. Yvonne Peeler, Lessons in Living, Ginn and Company, Boston, Massachusetts 02117. (1970) 382 pp

   Computed R.L. 6-9

   Although this hardcover text was not developed specifically for EMR students, the author's work with low-income families is reflected in the book. The format with each lesson has colorful drawings and photographs to illustrate content. Each lesson is short and easy to read, and contains learning guides for vocabulary improvement and comprehansion. The four major units are divided into lessons as follows: Foods (27 lessons), Clothes, including grooming (26 lessons), Relationships (14 lessons), Citizenship (8 lessons)

3. Reiff, Florence M., Steps in Home Living. Charles A. Bennett Co., Inc., 809 West Detweiller Drive, Peoria, Illinois 61614. (1971) 176pp. $4.20

   Computed R.L. 7-9 Publisher's R.L. EMR

   Hardcover text written for early teens who are unable to keep pace with their peers in academic growth and achievement. The book has a simple format with large type, single columns and short, readable lines. Content includes Learning More About You, Getting Along With Others, Table Manners, Food Catagories and Meals, Home Care, Illness, Understanding Young Children, Good Grooming, and Clothing Selection and Care.

4. "Let's Get It Together" Series. Ginn and Company, A Xerox Education Company, Columbus, Ohio 43216. (1974) $2.25 per book, or $7.92 for series. (Teacher's Guide $1.98)
Computed R.L. 4-7

The interrelationship of all facets of living is stressed, with sketches of real life situations serving as the basic approach in this series useful with both boys and girls. Suggested learning experiences involve activities which do not require laboratory facilities. Each book covers home economics concepts as listed following title.

Dunn, Martha Davis, 57 Daisy Place. (food and nutrition) 181 pp. Describes the various roles food plays in the lives of several people of different ages, social and economic background; all of whom live in one apartment building. Sketches in each of these parts: Why People Eat, What People Eat Makes a Difference, People Go Food Shopping, How People Cook, How People Serve Food.

Dewald, Margaret, In and Around. (housing and management) 178 pp. A bus trip in a large community introduces students to several housing situations. Four major ideas are developed: how people live, how people manage, how decisions about housing are made, how people assume responsibility for community improvement.

Eshelman, Nancy, Ready or Not. (human development and relationships) 186pp. These sketches involve persons of different ages, life styles, economic levels, and family patterns all anticipating the coming of a new baby. The influence on personal and family relationships, management practices, and decisions that must be made are covered in these parts; Waiting, Babies Are Born, Children Learn form Others, Young Adults, Making Decisions.

Luckhardt, Mildred, Everybody Guesses. (clothing, appearance, jobs) 170 pp. Sketches describe activities of a group of young people interested in clothing and appearance and getting jobs. Values, resources, and decision making are stressed in these major parts: What Clothing Means, How People Buy, Looking Ahead.

Lea, Dallas, Consultant, Teacher's Guide for series. 122pp. The guide, organized into sections with one for each book, contains objectives, learning and evaluative experiences. Following these sections are 45 pages of supplementary information and exercises intended to be reproduced for student use.

CHILD DEVELOPMENT

* The Baby Sitter, complete set-8 lessons on 4 cassette tapes (4801, 4802, 4803, 4804). MAFEX Associates, Inc. 111 Barron Avenue, Johnstown, Penn. 15906. $17.65.

Publisher's R.L. EMR

These tapes are designed to inform the student about various aspects of babysitting. Titles of tapes are: 01 - The Art of Babysitting, Getting Along with Parents and Children; 02 - Safety, Children At Play; 03 - Hints on Feeding and Diapering, The Unexpected; 04 - Putting and Keeping them in Bed, Hints on First Aid. Areas of value, such as situations one can experience, rules, duties, characteristics of children, are included. Tapes are useful and of relevant content with quality sound. Explanations of terms etc. are given. Narrator of tapes speaks clearly, evenly and at a slow enough pace to permit easy listening.

5. Childrens' Bureau Publications., Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

Computed R.L. 4-5

This Childrens' Bureau pictorial series on child care is designed for quick and easy reading, with most pages consisting of pictures and only one or two paragraphs. Pamphlets are 5" x 7½", and cover the most important points in good maternity care, and infant and childhood characteristics and needs.

#391	When Your Baby is on the Way	(1971)	28pp	$.15
#400	Your Baby's First Year	(1973)	28pp	$.40
#413	Your Child from One to Three	(1974)	24pp	$.35
#446	Your Child from Three to Four	(1970)	24pp	$.30

6. Davis, Reba J. and Cynthia Theiss, "Letters from Your Unborn Baby" located in periodical Illinois Teacher (vol XlV, No. 2, 1970), 342 Education Building, University of Illinois, Urbanna, Illinois 61801. 25pp $1.75 for back issue. (See also #117)

Computed R.L. 3-5 Publisher's R.L. EMR

Prepared as reading material for disadvantaged families, these "leters" are intended to provide basic nutrition information needed by pregnant women. Content of the nine monthly letters to Mom and one to Dad is arranged for appropriate developmental stages of the baby. The introduction page and ten letters are intended to be removed from the periodical and placed in a separate folder for student use. Six preceeding pages give objectives, content, and suggested uses for teachers.

7. "Family Life Education Mini-Units", Channing L. Bete Co., Inc., 45 Federal Street, Greenfield, Massachusets 01301. $.25 each booklet, less in quantities over 100.

Computed R.L. 3-5

The scriptographic style is a unique blend of key words and clear graphics that makes each booklet attractive and appealing as well as easy to read and understand. Pamphlets are 5½" x 8".

#4566-1622 What's A Family? describes five basic elements of a family. It emphasizes the importance of careful decisions in creating a family.

#4566-1128 Going to Have A Baby explains to parents-to-be various physical, emotional and financialaspects of pregnancy.

#4516-1016 Baby's First Year Helps new parents give their child a good start in life. It gives facts on baby's development, safety, feeding, sleeping, bathing, etc.

#4566-1006 Child Safety graphically emphasizes the job of parents and others in preventing the annual 12,000 deaths and 2,000,000 injuries of children.

#4566-1016 About Baby Sitting covers the number one job of every baby sitter--to prevent accidents. It's a clear presentation of safety, fire prevention, emergencies, first aid, etc.

8. "Having A Baby Series". New Readers Press, Box 131, Syracuse, New York 13210. Pamphlets are 8½" x 5½". $.50 each.

Publisher's R.L. 4

Koschnick, Kay, Conception and Pregnancy (1973) 20pp
A factual account of how conception occurs, body changes during pregnancy, and development of fetus

Baer, Katie, Prenatal Care (1973) 24pp
Covers visits to the doctor, good nutrition, health care, problems during pregnancy, parenthood classes, and purchasing for the baby.

Philiips, Maxine, The Baby and the Family (1973) 24pp
To prepare for necessary adjustments, topics discussed include changes in emotions, interpersonal relationships, family finances, employment, and social life.

Baer, Katie, Giving Birth (1973) 28pp
Hospital and financial arrangements, labor and childbirth process, kinds of births, and arrangements regarding feeding of baby and other details are covered.

Phillips, Maxine, Unwed Mother (1972) 24pp
Discusses the alternatives of adoption, abortion, temporary foster care, marriage, or keeping the baby as a single parent.

9. Tracy, Janet, Safety! Children at Home! Illinois Teacher 342 Education Building, University of Illinois, Urbanna, Illinois 61801. (1972) 32pp $.25
Computed R.L. 3-4 Publisher's R.L. EMR
Three illustrated stories written in narrative form to describe family situations in which three to five year old children need medical attention after swallowing pills, drinking gasoline, or eating lead paint. Last five pages have checklist for determining safety of home.

PERSONAL CARE & DEVELOPMENT
FAMILY RELATIONSHIPS

10. "Be Informed Series", New Readers Press, Box 131 Syracuse, New York 13210. 40 pp. each $.75 per unit (see also #35, #72, #93)

Computed R.L. 4-5

Unit 12 Be Informed on Marriage (1970) Publisher's R.L. 3
Each of the five lessons included in this unit has a four page information section followed by four pages of discussion questions and a variety of review exercises. Answer keys are included for self-checking. Titles of lessons are: Are You Ready to Marry, Planning for Marriage, Planning your Family, Making Your Marriage Last, If A Marriage Doesn't Work.

Unit 17 Be Informed on Drugs (1971) Publisher's R.L. 4-5
Fifteen lessons contain information about what drugs do, why people use them, what to do in a drug emergency, and what can be done about other drug problems. A separate eight-page section at end has student exercises related to lessons.

* Behind Every Face Series. Ginn and Company, Xerox Distribution Center, 555 Gotham Parkway, Carlstadt, New Jersey 07072. $1.65 each

Computed R.L. 10.2-10.4 Publisher's R.L. 7-9

Three soft covered books designed to give guidance to some of the problems and decisions one encounters in the maturing process. Each chapter is followed by activities for the reader. Questions are also presented in the readings to motivate thinking in content area. Some material written in narrative form. Related pictures included throughout each book.

Fane, Arthur and Xenia Fane. A Changing Person. (1970) 101 pp.
Book includes the areas of family, personal feelings, school, career, society and finding a partner.

Fane, Arthur and Xenia Fane. A Challenge of Success. (1970) 91 pp.
Book includes the areas of being married, adjustment, home and financial management, family and community living and family planning.

Fane, Arthur and Xenia Fane. A Family. (1970) 92 pp.
Book covers areas of responsibilities of parenthood, family goals, economic considerations, preparing for a baby, and child development.

11. Bolinger, Willeta R., You and Your World. Fearon Publishers, Lear Siegler, Inc., 6 Davis Drive, Belmont, California 94002. (1962) 118 pp. (teacher's manual included) $1.65

Computed R.L. 4-8 Publisher's R.L. 2.3

This social studies text-workbook was designed to help the special education student understand more about himself, his family, school, neighborhood, city, county, state, country and the world. Activities included following lessons.

12. Breed, Allen E., Good Grooming for Teenagers, Burgess Publishing Company, 426 South Sixth Street, Minneapolis, Minnesota 55415. (1969) 173 pp. $3.25

Computed R.L. 3-4 Publisher's R.L. EMR

A workbook written for special students to create awareness of and responsibility for personal appearance. Includes chapters titled: Good Posture, Good Grooming for Girls, Good Grooming for Boys, and Taking Care of the Skin.

13. Cawley, Catherine M., Among Friends, StanWix House, Inc., Pittsburg, Pennsylvania. (1972) 235pp. $4.75

Computed R.L. 3-5 Publisher's R.L. EMR

This hardcover text covers such needs as learning to keep healthy and to live safely; learning to manage personal affairs, and learning to earn a living. Over 140 illustrations which help to enrich meanings and concepts found in the stories.

Among Friends Workbook. 80pp. $1.05

Included for each page of written exercises are instructions for use as well as an indication of purpose. Sample objectives: to improve reading for meaning, check story recall, introduce new words, develop picture interpretion.

* Cosgrove, Marjorie and Irma Unruh, Discovering Yourself. Science Research Associates, Inc., 259 East Erie Street, Chicago, Illinois 60611. (1969) 72 pp. $2.40.

Computed R.L. 6-8 Publisher's R.L. 7-9

Soft covered text-workbook focusing on one's feelings toward self. Fourteen illustrated chapters include such areas such as individuality, needs, growth, health, school, jobs, etc. Questions, exercises, and other activities are presented in each chapter to encourage self-evaluation by various methods.

14. Garton, Malinda D., Making Friends, Stanwix House, Inc., Pittsburgh, Pennsylvania. (1969) 192pp. $5.20

Computed R.L. 2-4 Publisher's R.L. EMR

This hardcover text emphasizes learning to travel, move about, learning to earn a living, and learning homemaking and simple money management. Illustrations on most pages enrich meanings and concepts found in stories.

Making Friends Workbook. 72pp. $.95

Designed to reinforce vocabulary and reading skills, each page in workbook includes instructions for correlation with text as well as stating intended purpose.

15. Clayton, Thompson, What It Takes. Fearon Publishers, Lear Siegler, Inc., 6 Davis Drive, Belmont, California 94002. (1972) 140pp. $2.01 (Including teacher's manual)

Computed R.L. 3-6 Publisher's R.L. 2.4

Designed for use as a basic text in the secondary special education classroom, this book outwardly resembles an ordinary paperback. It deals with the need for these students to develop the ability to make it on their own--to function independently and successfully after their school career ends. Aspects of contemporary living are presented in narrative form, describing real problems faced daily by real people, that these students will easily identify with. Traditional textbook exercises and questions are placed at the back of the book.

16. Dare, Beatrice and E. Wolfe, "Accent/personality Series", Follett Publishing Company, 1010 West Washington Boulevard, Chicago Illinois 60607. (1966) 20-25 pp. each. $.75 for each booklet, $1.50 for each accompanying instructor's book.

Computed R.L. 4-6 Publisher's R.L. 3-4

Series of booklets designed to help student gain understanding of self, social skills, and social attitudes needed in our society. Reading, writing, speaking, and discussion skills are provided through structured teacher-directed activities. Listed are titles of lessons; each includes introduction, vocabulary, readings, and exercises. Instructor's book for each(with code number in parentheses following title) gives specific suggestions for step-by-step direction of the lesson.

#1965 You and They (#1966) Differences and similarities of self and others to promote self-analysis.

#1970 You are Heredity and Environment (#1971) Hereditary traits, influence of environment, and the contribution of each to an individual.

#1975 *Taking Stock* (#1976) Self analysis by student is encouraged after taking a look at desirable traits in others.

#1980 *You and Your Needs* (1981) Needs of the body, need for attention, need to achieve.

17. "Family Life Education Mini-Units", Channing L. Bete Co., Inc., 45 Federal Street, Greenfield, Massachusetts 01301. $.25 each booklet, less in quantity.

Computed R.L. 3-5

The scriptographic style is a unique blend of key words and clear graphics that makes each booklet attractive and appealing as well as easy to read and understand. 5½" x 8"

#4566-1810 *Your Attitude and You* tells students why one's attitude is important and how to develop positive attitudes to self and to others.

#3466-1803 *Understand Yourself* helps students understand themselves and their purposes and choices in life. It gives suggestions about handling conflicts.

#4566-1819 *Your Imagination* guides students to successful creative problem-solving. It shows how logical processes of thought and action bring desired results.

#3986-5507 *So You're Going to Get Married* $1.00 8½" x 11" each--gives couples preparing for marriage facts in personal, medical, financial, religious, legal matters involved.

#4566-1806 *Courtesy* shows students that being courteous is just treating others as they would like to be treated themselves.

#4566-1619 *Who's Prejudiced?* is a common sense analysis of human interaction. It describes humans as alike in terms of basic needs.

#4566-1116 *About V.D.* explains venereal diseases, their symptoms, spread, treatment. It emphasizes the importance of early diagnosis and treatment.

#4566-1147 *Syphilis and Gonorrhea* gives explicit information about these venereal diseases. It encourages students to seek prompt medical attention if suspicious symptoms appear.

#4566-1010 *About First Aid* teaches vital first aid measures--artificial respiration, treating sunburn and shock, control of bleeding, etc.

#4566-1145 *About Alcohol* helps students develop an understanding about alcohol and an attitude to it that is conductive to healthy, happy living.

#4566-1107 Alcoholism presents the facts of alcohol-ism--causes, effects, symptoms. Treatments are described in a brief, clear manner.

#4566-1114 Drugs and You defines the basic categories of drugs and explains to students the dangerous effects of drug use on the body and nervous system.

#4566-1122 Drug Abuse presents some of the legal, social and medical problems caused by drug abuse. This booklet will help you help students understand this problem.

#4566-1112 To Smoke or Not emphasizes the health hazards of smoking. It cites statistics and explains for students the psychological problems related to smoking.

#4566-1137 Common Cold is filled with information about how to minimize colds' miseries and complications.

#3986-1109 Mental Health gives basic facts about the causes and common patterns of mental illness. It describes types of treatment and the foundations of good mental health.

#4566-1125 Good Nutrition explains what nutrition is and points out to students the need for proper diet to maintain good health.

#4566-1139 Food Infections gives basic steps people should take in the home to prevent food-borne diseases. It describes types of good germs and how they're spread.

* Feelin', (game, cards, markers) MAFEX Associates, Inc., 111 Barron Avenue Johnstown, Penn. 15906. (1974) $8.95.

This game has no winners or losers since it is designed to explore and discuss one's feelings on various subjects. One to six players play by drawing cards and placing markers on feelings felt toward the subject. Discussions follow among players over their moves. Equipment of game includes game board, deck of 30 subject cards, 36 wooden tokens, and instruction sheet.

* Fischer, Carl. What About Me, Pflaum/Standard Publishers, 38 West Fifth Street, Dayton, Ohio 45402. (1972) $11.75 for set.

Computed R.L. 5 Publisher's R.L. 3

This set includes 4 student booklets (74 pages each) and 4 large posters. Soft covered student text-workbook designed to examine one's emotions, and attitudes, toward himself and others. Includes seven units titled I Belong Here, I'm Somebody Special, My Feelings Are Me, Who's Afraid, I Feel Mean, I Like Me and Becoming Me. Various exercises in well-illustrated text-workbook and on charts present meaningful learning experiences for one discovering himself and others.

* Goltry, M. Alike but Different. Learning Trends, Globe Book Company, Inc., 175 Fifth Avenue, New York, New York 10010. (1974) 175 pp. $2.80. (teacher's guide included)

Computed R.L. 1-2 Publisher's R.L. EMR

Soft cover book containing stories about teenagers based on concept of alike and different characteristics people have. Stories cover problems teens can experience and lead to understanding oneself and others better. A set of reading comprehension exercises follow each story, including skills on sequence of events, identifying main ideas, phonetic spelling, etc. Stories, grouped by theme into six units, are listed in the order of their readability level, low grade one to high grade two. The teacher's guide contains suggested teaching outline for each story and the reading level guide for stories.

18. Harrison, Phyllis A., Getting It Together: A Psychology Book for Today's Problems. Globe Book Company, Inc., 175 Fifth Ave., New York, New York 10010. (1973) 176 pp. $2.80 ($2.10 for 10 or more copies)

Computed R.L. 8-10 Publisher's R.L. 5.5

Opening with a brief but complete treatment of personality, this softcover text moves outward to discuss concentric circles in which an individual moves-parents, siblings, dates, mates, and offspring (including also body functions drugs, sexuality). Twenty-one lesson length chapters are each followed by vocabulary and comprehension exercises as well as open-ended discussion questions.

* Hawver, Carl F., and Roy A. Burkhard, James A. Peterson. Money and Your Marriage. Central Order Desk, National Consumer Finance Association, 100 Sixteenth Street, N.W. Washington, D.C. 20036. (1963) 32 pp. $.35.

Computed R.L. 9 Publisher's R.L. 8-9

This 8½" x 11" booklet includes the categories of setting goals, money management, credit, its use, housing choices, extra income, financial security, and steps in problem solving. Following each illustrated section, a list of true- false questions is presented to reinforce content.

19. Hudson, Margaret W., All About Me Books, boy's and girl's edition. Frank E. Richards Publishing Co., Inc., 324 First Street, Liverpool, New York 13088. (1973) 46 pp. apiece. $.85 for each book.

Computed R.L. 2-3 Publisher's R.L. EMR

Multi-sensory approach to helping disadvantaged students develop good self-image. Appropriate for use with 10-14 year olds.

20. Hudson, Margaret W. and Ann A. Weaver, In Your Family. Lear Siegler Inc., Fearon Publishers, 6 Davis Drive, Belmont, California 94002. (1973) 30pp. (Teacher's manual for series is included) $.90

Computed R.L. 4-5 Publisher's R.L. 2.7

This text-workbook is one of five in "The Young American Series". Short stories included are followed by exercises to stimulate individual thinking and provide a basis for class discussion. To allow for differences in student background, various family situations are considered, with an attempt to identify roles, responsibilities, and needs of members.

21. Hudson, Margaret W. and Ann A. Weaver, Plans For Living: Your Guide to Health and Safety. Fearon Publishers, 6 Davis Drive, Belmont, California 94002. (1973) 58 pp. $1.65 (teacher's guide included)

Computed R.L. 4-5 Publisher's R.L. 2.6

Designed to meet physical and emotional needs of special education adolescents, this text-workbook establishes basic principles for good health and safety while encouraging students to work toward independence and earn the respect of others by developing self-reliance and self-care skills.

* Hyde, Jack, Robert Smith and John Travis. I Like Me. MAFEX Associates, Inc. 111 Barron Avenue, Johnstown, Penn. 15906. (1971) 72 pp. $1.95.

Computed R.L. 4-6 Publisher's R.L. EMR

This soft covered text-workbook contains nine concepts presented in various forms (prose, story, play, etc.) followed by questions for discussions. The last half of the well-illustrated book includes a variety of exercises related to the nine concepts. Such concepts as love, individuality, and honesty are covered with emphasis on the emotions behind each. Exercises lead one to look at himself better.

* Hyde, Jack, Robert Smith and John Travis. Making It On Your Own, MAFEX Associates, Inc. 111 Barron Avenue, Johnstown, Penn. 15906. (1971) 117 pp. $1.95.

Computed R.L. 7.6-8.4 Publisher's R.L. EMR

Soft covered text-workbook contains sixteen concepts presented through short stories followed by questions for discussion. The last half of the well-illustrated book includes various related exercises. Concepts are divided into two sections, Breaking Away and Planning a Family. Some concepts included are breaking away, work, pay, wedding, etc.

* Junior Guidance Series. Personal and Social Guidance Area, Science Research Associates, Inc. 259 East Erie Street, Chicago, Illinois 60611.

Computed R.L. 6.8-9.2 Publisher's R.L. 6-9

Series of 5" x 7" booklets, written in a narrative manner, offer guidance to youth in a positive approach. Order by title and number.

5-1077 Kirkendall, Lester. You're Maturing Now. (1968) 40 pp. $1.24. The confusing years of adolescent sexual maturation are given understanding and guidance is this booklet. The changes of the female and male are discussed along with the fears, misconceptions, and responsibilities that accompany them.

5-1078 McGavie, Anne V. Getting Along with Parents. (1971) 40 pp. $1.24. Help is offered through discussions and questions in the area of talking and understanding to realize that they have needs, problems, and personal characteristics.

5-1088 SRA Guidance Staff, What You Should Know About Smoking and Drinking. (1971) 36 pp. $1.24. Booklet designed to inform youth about alcohol and tobacco; the facts of their origin, reasons for usage, consequences and related health problems. Presents the information, discusses and questions it, then leaves it open for one to make up his own mind on using tobacco and alcohol.

5-1089 Neugarten, Bernice L. How to Get Along with Others. (1971) 36 pp. $1.24. This booklet questions and guides one through getting along with other people's differences, personal characteristics, various friendships, and one's relationships with people in the community.

5-1090 Menninger, William C., M.D. All About You. (1972) 38 pp. $1.24. Personal feelings about oneself are dealt with in this booklet. It guides one through questioning who he is, heredity and environment, needs in life, ones actions and conscience, and accepting oneself and the world about him.

5-1028 Bauernfeind, Robert and Hermann Remmers. Your Problems: How to Handle Them. (1953) 40 pp. $1.24. This booklet discusses and gives guidance to possible solutions to the most common felt problems by boys and girls. Checklists are included also for one to bring up what bothers him or her. Personal problems, health problems, and problems at home, school and with others are covered in a positive manner.

22. Kahn, Charles H., Robert Tong, and Wing Jew, Going Places with Your Personality. Fearon Publishers, Lear Siegler, Inc., 6 Davis Drive, Belmont, California 94002. (1971) 52 pp. $1.41 (Including teacher's manual).

Computed R.L. 4-5 Publisher's R.L. 2.7

Attempts to focus the students' attention on some important personal attutudes and habits that can make their lives more successful. Emphasizing interpersonal relations, lessons are designed to act as vehicles for classroom discussions of behavior in real-life situations. Illustrations and exercises are an integral part of this text-workbook. Pages perforated for easy removal.

23. Koschnick, Kay, I Am One Of These. New Readers Press, Box 131, Syracuse, New York (1970) 48pp. $.50

Computed R.L. 3-5 Publisher's R.L. 3-4

Contains fifteen real-life stories of individuals facing and overcoming hardships of one kind or another: poverty, prejudice, lack of education, physical handicaps, learning to live in a new country.

* LeShab, Eda. What Makes Me Feel This Way? Growing Up with Human Emotions. Macmillan Publishing Co., 866 Third Avenue, New York, New York 10022. (1972) 128 pp. $.95.

Computed R.L. 7.2-8

Soft covered book containing eleven units based on various personal feelings and emotions. Through each unit one explores, understands and enjoys ones own feelings. Stresses the importance of feelings, how they are formed and that they are natural and make us what we are. Illustrations in each unit. Written in narration form.

* Life Today. MAFEX Associates, Inc. 111 Barron Avenue, Johnstown, Penn 15906. (1974) 251 pp. $3.50.

Computed R.L. 6.4 Publisher's R.L. EMR

Life's situations are reflected upon through twenty-one chapters. Advice and information are given in the areas of job, money, working wives, habits, and safety. Chapters emphasize emotional and social development in a positive manner. Questions follow each chapter.

* Living Skills Series. Rehabilitation Research Foundation of Alabama, Instructional Materials Unit, Vocational Education Department, P.O. Box 2847, University, Alabama 34586. (1966)

Introductions. 14 pp. $.40. Computed R.L. 5
Self instructional booklet presents how to introduce people politely and correctly. Correct way presented with exercises following for one to complete for reinforcement. Clear and simple diagrams, well illustrated.

Introduction to Table Manners. (1966) 33 pp. $.50. Computed R.L. 4
Self checking learning packets developed to teach place settings, and manners. Well illustrated with pre- and post-test, answers, and a variety of exercises for reinforcement of content.

* Michelangelo, Regis and John Travis. The Old Shoe Mystery Text and Activity Book. MAFEX Associates, Inc. 111 Barron Avenue, Johnstown Penn. 15906 (1974) 96 pp. $1.75. (teacher's guide $1.75)

Computed R.L. 8.8 Publisher's R.L. EMR

Soft covered text and activity book designed to give students an understanding of the everyday responsibilities and needs of family members. Family centered story provides background on the concepts included in two units of study; Family Living and Family Business. Budgeting is emphasized with various questions, vocabulary reviews, and activities after each of the fifteen selections. At the end of each main unit in this well illustrated book, a review is included. Teacher's guide presents guidelines, suggestions and activities in using the text.

24. Pancrazio, James J., It's Your Life. Benefic Press, 10300 West Rosevelt Road, Westchester, Illinois 60153. (1972) 25pp. $3.36 (Teacher's Guide $1.05).

Computed R.L. 4-6 Publisher's R.L.5.5

Hardcover book written as a personal conversation with teens coping with life, focuses on acceptance and understanding of self and others; exploring goals and values; relating and communicating in genuine, helpful ways; and moving toward independence and self-direction. Opening with a simulated drama-conflict, each chapter includes anecdotes, illustrations, cartoons, case studies, and/or role playing. Chapters and units end with project and activity sections.

* Parsky, Larry M. Mathematics for Everyday Living (Text 053010) MAFEX Associates, Inc. 111 Barron Avenue, Johnstown, Penn. 15906 (1974) 252 pp. $2.75. Teacher's manual 053110, 277 pp. $3.95.

Soft cover text-workbook designed to teach the mathematics in using a sales tax, working in a restaurant, using a savings account and a checking account. Soft-cover teacher's manual incorporates text with answer keys, instructions for using text, and suggested activities.

25. Phillips, Maxine, Planning Your Family. New Readers Press, Box 131, Syracuse, New York 13210. (1973) 16pp. $.25

Computed R.L. 4-5 Publisher's R.L. 3

Various means of birth control are described as the reader is encouraged to begin thinking about family planning before marriage.

26. Phillips, Maxine, V.D. It Could Happen to You. New Readers Press Box 131, Syracuse, New York 13210. (1971) 15pp. $.25

Computed R.L. 5-7 Publisher's R.L. 3

Booklet emphasizes symptoms, treatment, and prevention of the major venereal diseases, syphilis and ghonorrhea.

27. Piltch, Benjamin, Eddie in School. Fearon Publishers, Lear Siegler, Inc., 6 Davis Drive, Belmont, California 94022. (1967) 60pp $1.20 (teacher's manual included).

Computed R.L. 2-4 Publisher's R.L. 2.2

Thirty short stories of a teen-ager's experiences portray realistic situations stressing why things are done, how to get along in school, and understanding a community. Although mainly dealing with basic social skills, some later stories have a vocational emphasis. Each one page story is followed by a page of related exercises designed to enhance comprehension and word analysis development.

28. Prevo, Helen, Family Life Books, Frank E. Richards Publishing Co., Inc., 324 First Street, Liverpool, New York 13088.

Computed R.L. 4-7 Publisher's R.L. EMR

Family Life, Book I (1967) 78pp $2.00 A series of stories about a couple with a limited education and a low income progressing from newly married through five years of marriage as they solve such problems as apartment and furniture shopping, budgeting, changing jobs, moving, family harmony, and beginning a family.

Practice Material for Family Life I (1967) 76pp $1.25 Includes word study, thought questions, and related activities to correspond with each chapter in text. Glossary included.

Family Life, Book II (1969) 62pp $2.00 Stories about the Hayes family in their sixth through twelveth years of married live. Situations involving their family (also including an adolescent niece living with them) are portrayed, with discussion questions following each chapter.

Practice Material for Family Life II (1970) 36pp $1.25 Exercises to develop reading skills and increase comprehension of related test chapters.

29. Prevo, Helen, Manners. Frank E. Richards Publishing Co., Inc., 324 First Street, Liverpool, New York 13088. (1970) 45pp $1.50 (Teacher's key $1.25, 17pp)

Computed R.L. 4-6 Publisher's R.L. EMR

Each of the 17 chapters presents a case study of a situation involving manners that an adolescent could identify with. Questions following enable the student to make decisions while reacting to the situations in this consumable worktext. Accompanying teacher's key giving questions and answers could be used for self-check by student.

30. Simonsson, Bengt, Good Manners in the United States. New Readers Press, Box 131, Syracuse, New York. (1961) 24pp $.30

Computed R.L. 3-5 Publisher's R.L. 3-4

Written to help others understand American customs, the reader is told what to do in situations regarding introductions, meals, conversations, and entertainment.

* Sobol, Ken. Stories from Inside/Out. Bantam Books, Inc. 666 Fifth Avenue, New York, New York 10019. (1974) 138 pp. $1.25.

Computed R.L. 6-8

The stories in this paperback book are written and adapted from the Inside/Out television series produced by National Instructional Television, a division of the Agency for Instructional Television, Bloomington, Indiana. Real life situations involving adolescents are presented, with both happy and sad endings contributing to the realism. Areas such as prejudice, taking dares and death are covered.

* Stanek, Murial and Joseph L. Gehrman. Alike And Different. Benefic Press Company, 10300 W. Roosevelt, Westchester, Illinois 60153. (1974) 192 pp. $4.08 (one of three in a series)

Computed R.L. 6-9 Publisher's R.L. 4

This hard cover text is divided into five units based on discovering one's interest, feelings and actions, friendship, job, families, and money and its usage, all centering on job interests. Thirty short chapters are followed by questions, ideas and other exercises. The last one third of the book includes a job reference guide with job descriptions etc. Large print with illustrations throughout book.

Alike And Different Interests and Choices, Plans and the Future Teacher's Guide. (1974) 144 pp. $2.70.

Soft covered teacher's guide presents learning objectives, discussion leads, words to know, what do you think and activities to correlate to the three texts of this series.

31. Tremble, Clare, You. Frank E. Richards, 324 First Street, Liverpool, New York 13088. (1966) 146pp $4.75

Computed R.L. 3-6 Publisher's R.L. EMR

Hardcover book written to help teenage boys and girls understand themselves, create better self-images, and improve their self-control, social skills, and attitudes. Most of the 28 chapters include a section developing a concept (such as personality, growing up, emotions, conscience, actions, etc.), followed by a story describing a related situation. A glossary is included to define and give meaning to words used in the book.

Your Workbook for You (1966) 79pp $1.50 Workbook exercises and suggested activities for each chapter help develop language arts skills as word meanings and comprehension are reinforced.

32. Turner, Richard, "Turner-Livingston Reading Series". 19 Follett Publishing Company, 1010 West Washington Boulevard, Chicago, Illinois 60607. 48pp each $1.08 for each booklet, $1.50 for Teacher's Guide to series (see also #86 and #109)

Computed R.L. 4-7 Publisher's R.L. 4-6

Each workbook in series contains 24 storyline plots that deal with self concepts, friends, dating, the development of worthwhile goals, and related timely topics. To strengthen reading skills and understanding, each story is followed by questions (such as: T-F, matching, identification, puzzles, completion, application) and dictionary definitions.

#0535 The Person You Are
#0536 The Friends You Make
#0537 The Family You Belong To

33. Udvari, Stephen S., "Family Development Series". Steck-Vaughn Company, P.O. 2028, Austin, Texas 78767 80pp $1.44 each booklet (see also #69, #87, #111)

Computed R.L. 5-7 Publisher's R.L. 4-6

Books focus on specific areas of family and community living to provide experiences and basic information for developing life - coping skills, attempting by a practical approach to help individuals satisfy basic wants and needs and enjoy life fully. Information and several problem situations are pictured and described, encouraging the reader to consider possible solutions and relate information to his own beliefs by occasionally responding to open-ended questions on provided blanks.

#0328-9 Understanding Yourself
1. Having a Positive View
2. Heredity and Environment
3. Learning and Mental Health
4. Health and Recreation
5. Values to Live By

#0329-7 Becoming a More Effective Person
1. Change-How it Affects You
2. Identifying Wants and Needs
3. Planning and Teaching Goals
4. Gaining Self Direction
5. Making Things Change

#3330-9 Your Family

#0331-9 Communicating with Others
1. Getting Through to Others
2. Making and Keeping Friends
3. Relating to Neighbors
4. Communicating Effectively

#0333-5 *Being An Informed Citizen*

1. Your Rights as a Citizen
2. Citizen Responsibilities
3. Voting: A Right as a Citizen
4. Information and Opinion
5. Propaganda and Opinion

#0334-1 *Where to Go, Who to See, What to Do*

1. You and Your Problems
2. Social Services
3. Health and Medical Service
4. Employment Services
5. Legal Services
6. Recreational Services

* Williams, V.K. Psycho-Social Development Books. MAFEX Associates, Inc. 111 Barron Avenue, Johnstown, Penn. 15906. (1974) $3.50.
Computed R.L. 6-7 Publisher's R.L. EMR

Facing Life. 192 pp. This soft covered book presents positive guidance and hope to one facing the maturing years. Areas of being young, dating, maturity, marriage, family, experiences, etc., are covered in the 21 chapters. Questions follow each chapter that motivates the reader to examine his own life and feelings. Illustrated book emphasizes lifes challenges and that life is what you make it. Small print.

Life Today. 251 pp. Soft covered book includes areas of job responsibilities, where to live, financing, family, contracts, insurances, etc. Illustrated material presents adult responsibilities and living in 21 chapters, followed by thought provoking questions. Small print.

FOODS AND NUTRITION

34. Activity Fun With Foods, American School Food Service Association 4101 East Iliff, Denver, Colorado 80222. (1970) 22pp $.20 each.

About 20 picture and word puzzles and games, (scrambles, follow the dots, hidden pictures, matching, crosswords, etc,) designed to help teach nutrition. Although this was developed for elementary level students, it would appeal to secondary EMR also.

35. Be Informed Series,New Readers Press, Box 131, Syracuse, New York 13210. 40pp each $.75 per unit (see also #10, #72 , #93)

Computed R.L. 4-5

Unit 13 Be Informed on Using Measurements (1970) Publisher's R.L. 3.7 Time; distance; weight; liquid; and dry measurements; temperature.

Unit 18 Be Informed on Nutrition (1973) Publisher's R.L. 4.0 Divided into twelve 1-3 page sections on food as related to needs, attitudes, health, weight, growth and meal planning. Review exercises and answer keys included.

* Cobb, Vicki. Science Experiments You Can Eat. J.B. Lippincott Company, East Washington Square, Phildadelphia, Penn, 19105 (1974) 127 pp. $2.50.

Computed R.L. 8-10

Soft covered book written to show how various scientific principles work. Many experiments, resulting in edible products, are contained in nine units, title A Kitchen Laboratory; Solutions; Suspension, Colloids, and Emulsions; Carbohydrates and Fats; Protiens; Kitchen Chemistry; Plants We Eat; Microbes; and Enzymes. Illustrated and well suited as a teacher's guide for EMR students for material covered.

* Crocket, S.J. Meals Bingo. Communication Specialist, Expanded Nutrition Program, Ceres Hall, Room 210, Cooperative Extension Service, North Dakota State University, Fargo, N.D. 58102 (1974) $1.00.

Bingo game for which teacher chooses category of food to be reinforced, and students review what food items make up each category. Master sheet of calling numbers, set of 30 game sheets and sheet of numbered squares to cut apart and use for calling numbers are included.

36. Cronan, Marion L. and June Atwood, First Foods. Chas. A. Bennett Co., Inc., 809 W. Detweiller Dr., Peoria, Illinois 61614. (1971) 286pp $4.98

Computed R.L. 6-9

A beginning foods hardcover text intended for young students and those with"restricted backgrounds". All concepts have related suggested activity to reinforce learning. Relatively short chapters with simple language and colorful photographs and drawings. Directed to both boys and girls with minority groups well represented.

37. Didactron, Inc., Box 1501, Ann Arbor, Michigan 48106. Educational games, played like bingo, for use with small and large groups. Includes cards, markers, boards and spinner, rules and teaching aids. For kids of all ages.

Soup's On. (1970) $10.00
Selection of foods from six classifications to complete a balanced meal. More advanced version testing knowledge of food composition also possible.

Wheels. (1972) $12.00
Equipping a Good Nutrition Truck with essential vitamins and minerals; combines element of chance with nutrition knowledge skills.

* Egg Carton Nutrition. Duplication Services, Martha Rensselaer Hall, Cornell Univerisity, Ithaca, New York 14850. (1975) $.20.

Computed R.L. 6 Publisher's R.L. 5-6

Self-directed learning card booklet (4" x 6") designed to acquaint the student with the balance of food energy and activity. Student performs activities presented in spiral bound booklet to see relationships.

* Food Facts and Fun with Butter and Boop, Food and Nutrition Service, U.S. Department of Agriculture, Washington D.C. 20250. (1973) 15 pp. free.

Colorful comic book format emphasizing eating balanced meals. Students learn along with comic strip characters that eating meals of the basic four improve their bodies in many ways.

38. Food is More Than Just Something to Eat. U.S. Department of Agriculture and Health, Education, and Welfare. (1969)

Computed R.L. 6-9

Illustrated pamphlet with large type designed to aid people in selecting food wisely for fulfilling nutritional needs. Brief description for each nutrient includes source, use, and general requirements. A section on food for all ages includes special needs for various ages and conditions, and the final few pages deal with nutritional labeling, daily food guide, processed foods, and food habits.

* The Four Food Groups for Better Meals Game. Superintendent of Documents, U.S. Government Printing Office, Washington D.C. 20402. (1975) $3.95.

This game played like bingo and suitable for any age group, covers food groupings. Equipment includes instruction sheet, sample filled in card, 25 game cards, sheet of call numbers, check sheet, Daily Food Guide poster and food list.

* Hedstrom, Nancy. Let's Eat. MAFEX Associates, Inc. 111 Barron Avenue, Johnstown, Penn. 15906 (1974) 54 pp. $2.95.

Computed R.L. 9 Publisher's R.L. EMR

This spiral booklet, with illustrations, contains material on the basic four, food preparation, food tips, class recipes, and grading sheet for food labs. The narrative action throughout the booklet promotes understanding of basic food preparation.

* Humpty-Dumpty Game, Washington State University, Cooperative Extension Service, Pullman, Washington 99163. 48 pp. $.35.

Up to five players can play this game based on puzzle concept. Students answer 10 questions on eggs to complete egg shape puzzle. Correct egg shaped puzzle can only result from selecting correct answers.

* Kids are Natural Cooks. Parent's Nursery School, Cambridge, Mass. Houghton Mifflin Publishing Co., 110 Tremont Street, Boston, Mass. 02107. (1974) $3.95.

Illustrated cookbook presents recipes appropriate for each season of the year. Natural ingredients such as wheat germ, raisins, honey are in the majority of recipes. Recipes for some interesting foods are included, like making cheese, peanut butter, granola, etc. Contains guidelines for teachers and parents also. Would provide help for students planning food experiences for children.

* Kim, Margaret and Hedy Knauer. Metricook. Gallery House, 1106 Lawrence Street, Los Angeles, California 90021. (1974) 47 pp. $3.20 ($2.95 plus postage).

A spiral booklet on metricooking. Covers what metricooking means, why do it, abbreviations, recipes, kitchen equivalents, how to convert to metric measure in the kitchen, pan size equivalents, and oven temperature conversions.

39. Marsh, Eula and M. F. Hill, C. Cesar, J. J. Parker, The Road to Good Health. Yakima Home Economics Association, 2501 W. Chestnut Ave., Yakima, Washington 98902. (1966) 55pp $1.00

Computed R.L. 8-10

A nutrition guide and cookbook which briefly presents sound economical nutrition in an appealing, well illustrated manner. Thirty pages of recipes included emphasize that healthful, attractive, palatable food need not be expensive.

* Nutrition and Foods for Health, Foods and Nutrition Service, United States Department of Agriculture, Washington D.C. 20250. (1973) $7.30/100.

Colorful 10½" x 16½" paper chart on thirteen nutrients. Presents information and serveral food sources for each nutrient.

40. Oppert, Judith, Nutrition Insurance. Illinois Teacher, 342 Education Building, University of Illinois, Urbana, Illinois 61901. (1972) 40pp $1.00.

Computed R.L. 7-9 Publisher's R.L. 4-6

With the approach that good health can be insured by buying nutrition insurance, several policies are offered for consideration. Each simulated policy follows a preliminary "sales pitch" for identified nutritional need. Several uses for these materials are suggested.

* Ray, Peggy. Peggy's Picture Book. MAFEX Associates, Inc. 111 Barron Avenue, Johnstown, Penn. 15906 (1974) $1.95.

Publisher's R.L. EMR

This cookbook was designed for exceptional children and adults who cannot read. Through the use of illustrations and related words to remember, 26 simple recipes are given. Some of the recipes included are for sandwiches, salads, soups, beverages, and various desserts.

41. Rieslak, Mary, "Foods Manuals". Vocational-Technical Curriculum Laboratory, Rutgers University, New Brunswick, New Jersey 08903.

Computed R.L. 5-6

A series of three books developed for use with deaf students. Pronunciation and explanation of words used throughout units which progress from use of kitchen equipment and utensils in preparing and serving single meals, to more advanced units on fruits and vegetable, milk and milk products, baked goods, and selection and preparation of food. Includes illustrations, check lists, and achievement tests.

Our First Foods Book. (1960) 197pp $2.00
Our Second Foods Book. (1961) 260pp $2.25
Our Third Foods Book. (1964) 188pp $3.25

42. Shenk, Carol, Sue Learns About the Use of Measurements in Cooking. Frank E. Richards Publishing Co., Inc., 324 Liverpool, New York, New York 13088. $2.85 (Student's Section, 89pp $1.00, Teacher's Section, 24pp $1.85)

Computed R.L. 4 Publisher's R.L. EMR

Designed specifically for EMR students enrolled in regular homemaking classes, this learning packet consists of self-paced individualized instructional materials. Facts, illustrations and exercises introduce measuring, utensils, abbreviations, concepts and provide practice in measuring skills. Teacher's section includes instructions for use, and evaluation of mainstreamed EMR students.

43. Spitze, Hazel Taylor, *Discovering a Pattern for a Balanced Diet*. Illinois Teacher, 342 Education Building, University of Illinois, Urbana, Illinois 61801. 7pp $1.00

By using these pages as intended, a puzzle self-teaching kit can be developed. Students learn to determine dietary adequacy of various food combinations by arranging puzzle pieces (shapes represent different kinds of foods of food groups) to create a "balanced" diet. Instructions for making puzzle as well as suggested ways to use puzzle are given.

44. Spitze, Hazel Taylor and Patricia Rotz, *We Are What We Eat*. Steck-Vaughn Co., P.O. Box 2028, Austin,Texas 78767. (1966) 101pp $.96

Computed R.L. 3-5 Publisher's R.L. 3-4

Work text (self-contained, consumable course of study) includes reading material and related exercises with family centered approach to nutrition, meal planning, and food buying.

45. Theiss, Cynthia, *Get Lost Extra Pounds*. *Illinois Teacher*, 342 Education Building, University of Illinois, Urbana, Illinois 61801. (1972) 15pp $.25

Computed R.L. 4-6 Publisher's R.L. EMR

Two women learn principles of nutrition as they try various ways to lose weight.

46. Trone, Janice and Judy Oppert, *Hamburgers and You*. *Illinois Teacher*, 342 Education Building, University of Illinois, Urbana, Illinois 61801. 21pp student booklet plus other materials. $1.00

Computed R.L. 5-7 Publisher's R.L. 3-4

Reusable student booklet follows programmed learning format with information followed by questions with answers on nest page. Answer sheets separate. Teacher's section lists concepts and objectives, and explains construction of puzzle board using large sheets included for that purpose. Student moves pieces around on puzzle designed to show progression of hamburger to nutrients to emements to cells to body parts to you. Concentrates on body maintenance with explanation and illustrations of cells combined to form muscles, nerves, bones, blood, skin and other organs.

47. Vander Jagrt, Gail, Approximate Nutritive Values of Common Foods. Illinois Teacher, 342 Education Building, University of Illinois, Urbana, Illinois 61801. (1971) 16pp $1.00

A simplified version of the Recommended Daily Dietary Allowances Charts. Nutritive value of listed amounts of specified foods is given using an X for every 10% of RDDA. Students who might have difficulty with the number on the % charts can tell at a glance the approximate amount of any nutrient by noting the number of X's. 174 different foods in nine catagories. Instructions to teacher and student plus explanation of RDA are included.

48. Wax, Carolyn, Calories and You. Illinois Teacher, 342 Education Building, University of Illinois, Urbana, Illinois 61801

Computed R.L. 5-6 Publisher's R.L. EMR

Self-contained lessons on calories as measurement of food energy and effect on weight and body needs. Learner needs a set of Dairy Council Comparison Cards to complete kit.

49. Wax, Carolyn, Inside Information, Illinois Teacher, 342 Education Building, University of Illinois, Urbana, Illinois 61801. 38pp $1.00.

A basic resource of nutrition information for slow readers or those "turned off" by textbooks. Information is on 3" x 5" numbered squares so that the book can be cut apart and pasted on index cards to be filed in a recipe-type box. Organized by nutrients, some cards have questions, each followed by the number of the card (s) to refer to for the needed information. Cards can be color keyed for easy identification. Several ideas for using the cards in different ways are included.

50. Wax, Carolyn J., Let Protein Work for You. Illinois Teacher, 342 Education Building, University of Illinois, Urbana, Illinois 61801. 19pp $1.00

Computed R.L. 2-3 Publisher's R.L. EMR

This self-instructional booklet includes two parts covering both need for and sources of protein. Part one has descriptions of six individual situations with true-false questions following each. Part two has reader identify food sources supplying protein by various exercises and charts. Answer sheets included permit self-checking.

51. Wax, Carolyn, Who Needs Calcium?. Illinois Teacher, 342 Education Building, University of Illinois, Urbana, Illinois 61801. 7pp $.25

Computed R.L. 4-5 Publisher's R.L. EMR

Includes self-quiz, chart of needs and list of foods sources with exercises.

52. Weaver, Ann A., "Young Homemaker at Work Series". Fearon Publishers, 6 Davis Drive, Belmont, California 94002. 64pp $1.65 each (includes teacher's manual)

Computed R.L. 5-6

Illustrated text-workbooks designed to take the student step by step through food preparation and meal management skills.

Planning Meals and Shopping (1970) Publisher's R.L. 2.5
Planning economical and nourishing meals, comparison shopping, food storage are covered.

Getting Ready to Cook (1973) Publisher's R.L. 2.8
Equipment, measurement, safety, table service, and care of kitchen.

The Young Homemaker's Cookbook (1973) Publisher's R.L. 2.9
Progresses through series of recipes for inexpensive, nutritions, well-balanced meals.

53. Weise, Alice, Fill Your Grocery Cart With Nutrition. Illinois Teacher, 351 Education Building, University of Illinois, Urbana, Illinois 61801. (Available in limited quantity) * $6.95

This food buying game including a colorful board and cards representing the supermarket grocery cart, foods, etc., teaches principles related to consumer education and nutrition. Reading level is low. Suitable for youth and adults of varying ability levels including the slower learners.

*not received in time for examination...description by publisher

54. Wiinamake, Margaret, Planning, Preparing, and Serving Food. SEIMC, Cooperative Educational Service Agency #5, Elmwood Wisconsin 54740 132pp plus 18pp teacher's manual $3.00, available in limited quantity.

Computed R.L. 4-6 Publisher's R.L. EMR

Text-workbook covering units on planning, preparing, and serving food is intended to provide home economics teacher with materials for EMR students in an integrated class of various reading abilities.

55. Yummy Rummy Game. American School Food Service Association, 4101 E. Iliff, Denver, Colorado 80222. (1970) 62 cards $1.25

Players draw and discard in turn attempting to collect cards to build a complete meal with high value foods (each card has picture and name of food plus number to indicate point count).

CLOTHING

56. Butman, Grace A., New Fabrics, New Clothes and You. Steck-Vaughn Co., Austin, Texas 78767. (1966) 92pp $1.44
Computed R.L. 6-8 Publisher's R.L. 4-6
Soft cover book with information on clothing selection and shopping guidelines covering clothes, fabrics, finishes, tags and labels.

* Buying Clothes Series. Marjorie Mead. Cooperative Extension Service, University of Illinois, Urbana-Champaign, Urbana, Illinois 61801. (1971) 3 pp. $.03 each.
Computed R.L. 8-10 Publisher's R.L. 7-9

Care Instructions. Presents the importance of care instructions on a garment and also a chart of what different care labels mean.

Special Finishes. Covers various finishes processed into fabrics and what they do for garments.

Labels Give Information. Explains how reading and understanding clothing labels can save one clothing money.

Men's Clothing Sizes. Contains guides for finding and buying the right size in men's clothing.

Buying Family Clothing. Explains how one can save money in planning clothing expenditures.

How Clothes Should Be Made. Presents points of good workmanship to look for in clothes.

Fibers and Fabrics. Contains information on various fibers, yarns, and fabrics and how to care for clothes made from them.

Women's Clothing Sizes. Explains women's figure types and what size of clothing fits each.

Children's Clothing Sizes. Contains charts and guidelines for helping one buy the correct size in children's clothes.

57. Hanson, Margret, The Care We Give Our Clothes. Steck-Vaughn Co., P.O. Box 2028, Austin, Texas 78767. (1966) 94pp $1.44
Computed R.L. 3-6 Publisher's R.L. 4-6
Care, repair, storage, and "recycling" of clothing. Illustrated with some case studies included.

58. Kahn, Charles H., Sylvia K. Herring, and Robert Tong, *Measure Up!*. Fearon Publishers, Lear Siegler, Inc., 6 Davis Drive, Belmont, California 94002. (1968) 60pp (including 46 page teacher's manual) $1.65

Computed R.L. 5-7 Publisher's R.L. 2.7

Written to introduce special education students to the subject of linear measurement, material is presented step-by-step, leading student through a series of questions and experiences. Illustrations help to clarify each concept, with exercises provided for practice of skills.

59."Low Income Teaching Kits"; Superintendent of Documents, U.S. Gevernment Printing Office, Washington D.C. 20402. (1966-72)

Computed R.L. 4-5

Designed for extension personnel to use with low income adults. The packet organization of these materials facilitates selection of individual leaflets to use as desired. Teacher guides offer suggestions for using the illustrated student leaflets which can also be ordered separately in quantities of ten for the following prices.

FES Packet D-*Low Income Teaching Kit on Clothing* $1.75/kit
@15¢ per 10: Making Pants Longer or Shorter; Fix New Clothes to Make Them Last Longer.

@10¢ per 10: Make the Waistline Fit in Pants: Changing the Hem in a Dress or Skirt: Measure Before You Buy: Used Clothes For Your School Boy or Girl: Replacing a Zipper

FES Packet F-*Low Income Teaching Kit on Clean Clothes* $.55 per kit
@35¢ per 10: The Water You Use: Getting Ready to Wash: Soaps and Detergents: Bleaches and Germ Killers: Ironing.

FES Packet G-*Low Income Teaching Kit in Clothing II*
@45¢ per 10: The Jones Family and Their Clothing Money: The Ford Family and Their Clothing Money: The Turner Family and Their Clothing Money: Buying a Secondhand Sewing Machine.

@75¢ per 10: Your Money and Clothing Labels

* Matheson, Madonna. To-Sew, P.O. Box 974, Malibu, California 90265.
Computed R.L. 6 Publisher's R.L. 7-9

Learn to Sew. (1973) 58 pp. $2.00. Booklet with illustrations emphasizing that learning to sew and sewing are fun. Concise and simple instructions and guides are given for hand and machine sewing including what a beginner should know, and learning to sew a stuffed animal and clothes. (Patterns for stuffed animals-see below).

The Learn to Sew Teacher's Kit. (1972) $5.00. Kit containing materials for the student, teacher and parent, in sewing 10 different animals. Patterns, instructions, guides and evaluation sheets are all included in folder kit.

60. Wiinamaki, Margaret, You Wear It Well, SEIMC, Cooperative Educational Service Agency #5, Elmwood, Wisconsin 54740. $3.00, available in limited quantity.
Computed R.L. 4-6 Publisher's R.L. EMR

A well illustrated text-workbook written for the educable mentally retarded student integrated into the regular home economics class. Nine lessons are contained within three units, titled "You", "Clothing and You", and "Sewing and You". Lessons and exercises relate to health, grooming, clothing care, fabric, construction, including use of equipment, pattern selection, and sewing techniques. Book was field tested by home economics and special education teachers.

HOUSING, HOME MANAGEMENT AND SAFETY

61. Adkins, Jan, How a House Happens. Walker Publishing Co., 720 Fifth Ave., New York, New York 10019. (1972) 32pp $4.50
Computed R.L. 9 Publisher's R.L. 3-4
Hard cover book with each page designed as a blueprint portfolio giving illustration, diagrams, and explanations of the steps in planning for and building a house. Progresses from consideration in architectural design to completed construction of a house.

62. Avery, Bea, House Helps. California Literacy, Inc., 248 East Main Street, Alhambra, California 91801. (1969) 24pp $.50
Computed R.L. 2-3
Stories about two girls helping their mother in the house. Later, Ann gets a job doing housework. Only three or four new words are introduced with each lesson. Exercise page or crossword puzzle follows each short lesson.

Can Ann Do It? (1969) 31pp $.75 Computed R.L. 3-4
A sequel to House Helps stories centered around Ann's need for money to buy a car and what she does to get it. New sight words are taught in each lesson, with exercises included.

63. Bontrager, Frances M., Can You Give First Aid? New Readers Press, Box 131, Syracuse, New York 13210. (1969) 24pp $.40
Publisher's R.L. 3-4
Chapters discuss what to do before the doctor comes, the first-aid box, bleeding, shock, when breathing stops, broken bones, burns, bites, and poisons.

64. Breed, Allen E., Safety Indoors and Out. Burgess Publishing Company, 426 South Sixth Street, Minneapolis, Minnesota 55415. (1970) 116 pp $2.95
Computed R.L. 5-6 Publisher's R.L. EMR
This workbook covering traffic, bicycle, home, and fire safety is designed to help the special class student deal with the problem of personal safety.

65. Housekeeping Directions-A Simplified Guide. The Soap and Detergent Association, 475 Park Ave., So. at 32nd Street, New York, New York 10022. 62pp
Computed R.L. 6
This is a simplified guide on how to keep a house clean. Each task is tested, with frequency, materials, procedure, and direction for performance. Illustrated.

66. Instructions on Safety, New Readers Press, Box 131, Syracuse, New York 13210. (1971) 28pp $.45

Computed R.L. 5-7 Publisher's R.L. 5-6

This unit, part of the Reading for Living series, contains three lessons which provide both information and reinforcement in review exercises. Lessons are titled: Safety First, First Steps in First Aid, Instructions for Safe Driving.

67. Low Income Teaching Kits. Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. (1966) (See also #59) Computed R.L. 4-5

FES Packet C-Low Income Teaching Kit on a Clean House. $.75 per kit.

@25¢ per 10: What to Use to Clean Your House: A Clean Bathroon: Clean Floors: Clean Walls, Ceilings, and Woodwork: Clean Windows, Mirrors and Other Glass.

@35¢ per 10: A Clean Refrigerator: When to Do House Cleaning Jobs: Many Hands Make Housework Light: Clean Dishes: Clean Clothes Closets.

FES Packet E-Low Income Teaching Kit on a Clean House. $.45 per kit.

@25¢ per 10: Clean Beds: Clean Upholstered Furniture: Get Rid of Garbage and Trash: Kill Those Flies: Kill Those Roaches.

@35¢ per 10: Clean Electric Ranges: Clean Gas Ranges.

68. Prevo, Helen, The Happy Housekeepers. Frank E. Richards Publishing Co., Phoenix, New York. (1964) 49pp $.50

Computed R.L. 4-5 Publisher's R.L. EMR

The experiences of two girls employed as homemaker assistants are followed in this reading workbook. The narrative action of each chapter is followed by questions and activities to promote understanding of various management procedures, such as laundering, entertaining, child care, menu planning, and work skills.

69. Udvari, Stephen and Janet Laible, Health, Safety, and Sanitation. Steck-Vaughn company, P.O. Box 202, Austin, Tesas 78767. (1973) 96pp $1.44 (See also #33)

Computed R.L. 5-6 Publisher's R.L. 4-6

From "Family Development Series". Content, pictures and exercises to teach first aid, home safety, recognizing signs of illness, and home sanitation.

FAMILY CONSUMER EDUCATION

70. Accent/Family Finances Series. Follett Publishing Co., Division of Follett Corp., 1010 West Washington Blvd., Chicago, Illinois 60607. (1968) $.75 for each booklet, $1.50 for each Instructor's Book

Computed R.L. 4-6 Publisher's R.L. 5-6

Booklets explore budgeting problems and solutions for individuals and families at various stages in their lives. Stories are illustrated with photographs and forms, and contain detailed outlines of budgets. Practice exercises included. 32pp

#2033 Just Married (#2034-instructor's book)
Experiences of beginning couple learning about money management.

#2037 Family of Five (#2038-instructor's book)
A couple with three children find budgeting and a second job necessary.

#2031 On Your Own (#2032-instructor's book)
The story of a career girl (developing spending habits, using bank services, and selecting housing) as she begins life in a new city.

#2035 Head of Household (#2036-instructor's book)
The responsibility of caring for an invalid mother receiving a minimum subsistance welfare allowance, forces a single girl to face budgeting, debt reduction, and income tax filing.

Containers, How to Compare the Prices of Their Contents
Subject matter and numerous related math exercises to aid the student in making the wisest choice of any given product.

71. Avery, Bea, More Money. California Literacy, Inc., 248 East Main Street, Alhambra, California 91801. (1968) 16pp $.50

Computed R.L. 2-3 Publisher's R.L. EMR

The ideas of money and work are explored in lessons utilizing controlled basic vocabulary, with exercises included to check comprehension.

Money Spent Computed R.L. 2-4 Publisher's R.L. EMR
(1971) 32pp $.80
The stories and corresponding work pages in this book expand the vocabulary learned in More Money.

* BAND, a non-profit foundation, Bay Area Neighborhood Development, 4801 Central Avenue, Richmond, California 94804. (1966, 1967) $2.82 for 20 pamphlets (3 pp. each).

Computed R.L. 5.2 Publisher's R.L. EMR

Each pamphlet portrays a concept in financial dealings. Includes shopping for food, appliances, insurance, furnishings, used cars, and medicines. Small loans, retail credit, interest and contract signing are also covered. Some illustrations.

72. Be Informed Series. New Readers Press, Box 131, Syracuse, New York 13210. 40pp each $.15 per unit ($.50 if more than 50 units ordered) (See also #10, #35, and #93)

Computed R.L. 4-5

The material covered in each unit is divided into five parts, each of which includes self-testing review exercises (removable) following the illustrated presentation of information. For the below listed units dealing with consumer education, titles of these parts are listed.

Unit #1 Be Informed on Personal Credit Publisher's R.L. 3.4
Introduction to Credit; Shopping for Credit; Installment Credit; Are You a Good Credit Risk?; Learning to Live With Credit.

Unit #2 Be Informed on Buying an Auto Publisher's R.L. 4.0
The Cost of Transportation; Buying a New or Used Car?; Buying a New Car; Buying a Used Car; Financing an Auto.

Unit #3 Be Informed on Owning an Auto Publisher's R.L. 4.3
Licensing and Insuring a Car; Maintaining Your Car; Operating Your Car; Drive a Safe Car; Be a Safe Driver.

Unit #4 Be Informed on Buying a House Publisher's R.L. 4.3
Should You Buy a Home?; What to Look For; Buying, Mortgaging, and Financing a Home; Maintaining Your Home; Long-Range Housing Costs.

Unit #5 Be Informed on Personal Insurance Publisher's R.L. 3.9
Introduction to Family Financial Security; Social Security and Life Insurance; Disability Income Protection; Retirement Income.

Unit #6 Be Informed On Renting a House Publisher's R.L. 3.3
Meeting Housing Costs; Getting Help With Your Housing; Tenant Rights and Responsibilities; You and Community Improvement; Meeting Your Future Housing Needs.

Unit #9 Be Informed on Taxes Publisher's R.L. 3.4
What are Taxes?; How Taxes are Collected; Where Your Tax Dollars Go; Records for the Income Tax; Income Tax Form 1040A.

Unit #10 Be Informed on Banking Publisher's R.L. 3.6
What Is a Bank?; Bank Services; Your Checking Account; Reconciling Your Bank Statement; Saving Through Banking

Unit #14 Be Informed on Wise Buying Publisher's R.L. 3.4
Tips for Wise Buying; Buying Food; Buying Clothes; Buying Furniture; Buying Appliances.

Unit #16 Be Informed on Money Publisher's R.L. 3.4
Money--Who Needs It?; How Money Is Made; Our Country's Economy; How to Save Money; How to Spend Money (Wisely)

73. Cass, Angelica, How to be a Wise Consumer. Oxford Book Company, Inc., New York, New York (1967) 184pp $1.65
Computed R.L. 6-9
An adult basic education text designed to present some facts and skills needed for purchasing various types of merchandise for everyday needs. Suggestions for things to do are included in each chapter.

* Chapman, Byron, Kent Copeman, Louis Schulz and Catherine Schulz. Consumer Buying Basic Numbers & Money, The Mott Basic Language Skills Program. Allied Education Council, Distribution Center, Galien, Michigan 49113 (1971) 146 pp. $1.75. (Order by Number AR 304)

This soft-cover book is designed to be used as a programmed lesson with an answer column on every page to be covered by included slider. This book, divided into How to Work with Money, How to Work with Numbers and Working with the Ads, helps the student read and understand illustrated ads and complete exercises related to each. Exercises combine interpreting ads and working basic arithmetic. Practice sheets of basic arithmetic and a glossary included at end of book.

* Consumer Economics Booklets, Paul S. Amidon and Associates, Inc. 4329 Nicollet Avenue, South, Minneapolis, Minn. 55409.
Publisher's R.L. 9-12
8½" x 11" student booklets designed to acquaint students with financial concepts. Each booklet is well illustrated with a variety of questions and exercises on content.

Your Checking Account. (1971) 19 pp. $.52. Computed R.L. 9-11. This booklet includes information about different checking accounts, deposits, statements, types of checks and bank services. Clearly defined with samples shown.

Money, Credit, Banking. (1974) 22 pp. $.52. Computed R.L. 8-12 Booklet divided into four sections, Money, Credit, Our Banking System, and Knowing Your Full Service Bank - Chart. The history of money and credit and its use and purpose of today are explained. Definitions, questions, and exercises are presented for research and understanding.

How to Answer When Money Talks. (1974) 31 pp. $.52. Computed R.L. 8-12. Six chapters are included in this booklet; Rational Way of Thinking, Installment Buying, You and Your Credit Rating, Saving Money, Investments and Full-Service Commercial Bank. A method of orderly thinking is motivated through exercises, simulated real life situations and questions in content area.

Mod Money Management (1974) 28 pp. $.52. Computed R.L. 8-12. This well illustrated booklet presents financial concepts in terms of teenage interests and experiences. Included are areas of making money, avoiding money problems, buying decisions, borrowing or saving money, protecting property, and using bank services. Thinking is motivated through a variety of exercises in budgeting, questions, and problems.

74. "Consumer Economics Program Mini-Units", Channing L. Bete Co., Inc., 45 Federal Street, Greenfield, Massachusetts 01301. $.25 each booklet, less for quanities over 100.
Computed R.L. 3-5

The scriptographic style is a unique blend of key words and clear graphics that makes each booklet attractive and appealing as well as easy to read and understand. 3½" x 8" or 5½" x 8"

#4569-1634 That's What America's All About explains the basic working of the American Business system, how it operates in a free economy, and how it has helped build our economy.

#4569-0301 You & Your Bank lists and explains the various services available in a modern commercial bank and how they can help bank customers.

#4569-0312 Your Savings and Loan Association describes what S and L's offer. It explains passbook and certificate savings accounts and mortgages.

#4569-0303 Checking Accounts explains the different types of checking accounts, their benefits and importance. It illustrates how to write and endorse checks properly.

#4569-0307 Credit Checking Accounts describes the "instant loan" system, how it works and the advantages of a personal line of credit.

#4569-0306 Bank Credit Cards explains the basics of credit cards--their advantages, how to take care of them.

#4569-1814 High Cost of Living includes tips on buying food, choosing cars, etc. It gives a yearly budget form and suggests planning for long-term goals.

#4569-0304 You Can't Take It With You gives the abc's of estate planning in laymen's language. It tells the importance of having a will and how to make one.

#4569-0308 Finance A Home contains a step-by-step guide to home financing procedured, explaining mortgages.

#4569-0401 Life Insurance defines the four basic types of life insurance and tells how to choose the right kind.

#4569-1406 Social Security explains how the program works, who is eligible for which benefits, and cost of benefits.

#4569-0802 Gypped alerts students to the dangers of dealing outside the legitimate, established business community.

#4569-1612 Law and You covers various types of laws and contracts, what constitutes a "crime", what to do if arrested, etc.

#4569-1618 Legal Rights details the rights of the individual under both civil and criminal laws, including court action steps.

#4569-1635 You & Your Lawyer explains what a lawyer is, what he does, how he can help you, and how to find a lawyer.

#3992-0310 Buy A Home presents facts and procedures relating to home-buying. Explains budgeting for, choosing, and financing a home.

75. Consumer Education Series. Xerox Corporation, 600 Madison Ave., New York, New York 10022. (1967) $5.32 per set of five booklets. $1.08 for Group Leader's Guide.

These booklets use a self-instructional programmed-learning format, with most frames including illustrations to heighten interest. Each booklet covers buymanship and/or consumer protection. Correlated role-play materials and administrative guidelines contained in Group Leader's Guide.

Book 1-Dress Well for Little Money (50pp)

Book 2-Refunds and Exchanges (46pp)

Book 3-Buying Appliances (48pp)

Book 4-What's Good Furniture (52pp)

Book 5-Be Sharp! Don't Be Cheated!

76. Feinstein, Lloyd L. and Charles H. Maley, Jr., It's Your Money. Book 1 and 2. Steck-Vaughn Company, P.O. Box 2028, Austin, Texas 78767. 92-98pp $1.20 for each book.

Computed R.L. 7.5 Publisher's R.L. 6-8

Each book in this two-volume self instructional worktext begins with review of basic fundamentals of mathematics. Each of eleven chapters includes case studies, examples, and explanations followed by problems and exercises which progress in sequence from worked-out examples to partially worked-out problems, to problems to be fully completed by student, and finally to testing questions and problems designed to measure students' comprehension and application of basic concepts covered in chapter.

Book 1 concentrates on paycheck examination, budgeting family income, comparative shopping, and geometry involved in planned home improvements. Book 2 covers charge accounts and installment contracts, borrowing money, automobile insurance, life insurance and social security.

77. Finkelstein, Milton and Arthur Nitzburg, Living in a Consumer's World. Globe Book Company, Inc., 175 Fifth Avenue, New York, New York 10010. (1974) 406pp $5.10 (hardcover) $4.20 (softcover) teacher's guide included.

Computed R.L. 6-8 Publisher's R.L. 5-6

Each of the six units (on cars, food, clothing, appliances, housing, and social insurance) begins with a series of provocative questions, contains several short chapters of illustrated information, and ends with a list of sources for further reading. Inquiry-oriented exercises include role playing, discussion questions, and student projects. The teacher's guide provides lesson plans with suggestions for use in introducing units and developing chapters.

78. Goble, Dorothey, You and Your Money. Steck-Vaughn Company, Box 2028, Austin, Texas 78767. (1967) 58pp $.96

Computed R.L. 6 Publisher's R.L. 3-4

Worktext (self-contained, consummable) with readings and exercises to test vocabulary and comprehension of buymanship and money management.

* Goultry, M. Forms in Your Future. Learning Trends, Globe Book Company, Inc. 175 Fifth Avenue, New York, New York 10010. (1973) 109 pp. $2.00. (teacher's guide included)

Computed R.L. 7-9 Publisher's R.L. Jr. H.S.-Adult

Text-workbook developed to acquaint students with different business forms and teach them how to fill forms out correctly. Forms for drivers license, loans, insurances, credit cards, job application, etc., are included. Teacher's guide includes special words, discussion helps, suggested activities for use with the text-workbook.

* Hilliard, Fulta M. All About Fractions. MAFEX Associates, Inc. 111 Barron Avenue, Johnstown, Penn. 15906. (1974) 133 pp. $2.00.

Soft cover text-workbook reviews fractions. Defining, changing, adding, etc., fractions, decimals, percents, buying fractional quantities, rounding off money, and counting change are included. Basically a workbook of problems with ample work space.

79. Kahn, Charles and J. Bradley Hanna, Using Dollars and Sense.. Fearon Publishers, Belmont, California 94002. (1973) 112pp $1.80 Teacher's Manual included.
Computed R.L. 6-8 Publisher's R.L. 3.0
Workbooks designed to develop arithmetic skills in solving every day problems involving money and money transactions.

80. Kane, Elmer, How Money and Credit Helps Us. Benefic Press, 10300 West Roosevelt Road, Westchester, Illinois 60135. (1966) 96pp $2.40
Computed R.L. 8-10 Publisher's R.L. 4-7
This hardcover text, one of 25 books in a social studies basic concept series, includes information on the use, value, origination, distribution, supply, fluctuation, and borrowing of money. A correlated filmstrip (same title #055780 available separately for $6.00 including teacher's guide) can be used independently or to enrich the content of companion text.

* Living Skills Series. Rehabilitation Research Foundation of Alabama, Instructional Materials Unit, Vocational Education Department, P.O. Box 2847, University, Alabama 34586, (1966)

Introduction to Credit. 25 pp. $.45. Computed R.L. 9.6
Self Direct Learning Packet with pre- and post-test included. This packet presents information on five credit plans and characteristics of each. Questions are included with the readings and an answer key section.

* Love, Barbara. Buyers Beware. Scott, Foresman and Co., 1900 East Lake Avenue, Glenview, Illinois 60025. (1975) 48pp. $1.62
Computed R.L. 8-11 Publisher's R.L. 6
Paper covered booklet designed to inform students how to be wise consumers. Areas such as consumer sales traps, questionable promises, and guarantees, are included in one of the three parts: The Sales Pitch, Getting the Best Deal, and Protecting Consumers. Reading material presented with pictures, illustrations, and comic strips, etc. Crossword puzzle and glossry of terms included. Large print.

81. Low Income Teaching Kit on Credit, FES Packet H. Superintendent of Documents, U.S. Government Printing Office, Washington D.C. 20402. (1968) $.45 per kit (includes agent's guides)

Computed R.L. 4-5

Designed for extension personnel to use with low income adults. The packet organization of these materials facilitates selection of individual leaflets to use as desired. Leaflets included which can also be ordered separately @ten for $.25 are titled: What is Credit, Should You Use Credit, Where to Bet Credit, How to Figure the Dollar Cost of Dredit, Your Credit Contract, and Do's and Dont's of Credit.

82. Mind Your Money Leaflets. Money Management Institute, Household Finance Corporation, Predential Plaza, Chicago, Illinois 60601. (1968) 15pp each leaflet $.25 per set

Publisher's R.L. 4-5

Set of three leaflets give information on budgeting and record keeping; buymanship and comparison shopping; and use, types and cost of credit. Leaflets are titled:

When You Spend Computed R.L. 4-5

When You Shop Computed R.L. 5-6

When You Use Credit Computed R.L. 6-8

83. New Jersey Division of Vocational Education Curriculum Laboratory, Rutgers University, New Brunswick, New Jersey 08903. (1971-72) $.50 each.

Developed for use with deaf students, these booklets are well illustrated and include vocabulary helps. The three booklets available are:

Lenox, James, Economics. 23pp Computed R.L. 4-8
Wyks, Hollis, Installment Buying. 14pp Computed R.L. 8-9
Lenox, James, The Budget. 27pp Computed R.L. 7-9

* Parsky, Larry M. Mathematics for Family Living (Text 052910) MAFEX Associates, Inc. 111 Barron Avenue, Johnstown, Penn. 15906 (1974) 235 pp. $2.75.
Teacher's manual 053310, 265 pp. $3.95.

Publisher's R.L. EMR

Soft-cover text-workbook focusing on the mathematics involved in using a savings account, a charge account and a short review on time, money, and measuring. Soft-cover teacher's manual incorporates text with answer keys, instructions, and suggested activities.

84. Schneider, Bernard, Your Money-Going or Growing. Finney Company, 3350 Gorham Avenue, Minneapolis, Minnesota 55426. (1971) $1.00

Computed R.L. 7-9

An informative work-text designed to prepare student for future decision-making regarding borrowing and saving money, selecting insurance, and buying practices.

* Schnittgrund, Karen E., Jeanne L. Hafstrom, and Marilyn M. Dunsing. Money Management Series, Cooperative Extension Service, University of Illinois, Urbana-Champaign, Urbana, Illinois 61801. (1972). free.

Computed R.L. 4-6 Publisher's R.L. EMR

This series of five booklets portrays the Johnsons facing a money problem and solving it wisely. Colorful, with large print and simple definitions included.

How the Johnsons Face a Money Emergency. 10 pp. Comparison shopping is stressed in looking for a new refrigerator.

How the Johnsons Look for Place to Borrow Money. 10 pp. Different types of credit plans and loan agencies are explained to the Johnsons.

How the Johnsons Compare the Cost of Credit. 6 pp. The Johnsons figure out how much credit actually costs through different agencies.

How the Johnsons Find Out If They Can Afford Credit. 10 pp. Mr. Johnson's salary and credit payments are compared.

How the Johnsons Solve Their Money Emergency. 10 pp. This booklet reviews and summarizes the story of how the Johnsons faced one money emergency and solved it wisely.

* Schnittgrund, Karen, Jeanne L. Hafstrom and Marilyn Dunsing. Booklets on Consumer Education. Cooperative Extension Service, University of Illinois, Urbana-Champaign, Urbana, Illinois 61801. (1973) Free.

Computed R.L. 4

Series of booklets (8½" x 5½") written in a conversational manner relating how the Johnsons family learns to shop wisely. Order by individual titles.

How the Johnsons Face a Food Shopping Problem. (17 pp.) Mrs. Johnson, with help from a neighbor, learns the advantages of using a grocery list when shopping with food stamps and money.

How the Johnsons Decide How Much to Spend at the Grocery Store. (9 pp.) Budgeting is the concept the Johnsons learn in this booklet. They figure out how to balance their income with expenditures.

What the Johnsons Learn About Unit Pricing. (17 pp.) Unit pricing is explained to Mrs. Johnson and how it can save her money in grocery shopping.

What the Johnsons Learn about Food Shopping. (9 pp.) Mrs. Johnson learns how one can be a wise shopper by using good shopping methods.

How the Johnsons Solve Their Food Shopping Problem. (13 pp.) The Johnsons learn about comparision shopping, the value of sales, and the cost of convenience foods.

* Shannon, Theodore. Self-learning packets. Agricultural Education Service, State Department of Education, Ohio State University, 2120 Fyffe Road, Columbus, Ohio 43210. (1971) $.30 each.

Computed R.L. 6

These self-learning packets help clarify the paper work in money management. Designed to assist one in his personal financial dealings. Each packet includes many illustrations and the information presented is easy to read. Exercises are given to reinforce material covered.

Savings and Checking Accounts AGDEX 900/10 AWE - 3 (22pp.)

Credit AGDEX 900/11 AWE - 4 (26 pp.)

Keeping Your Records Straight AGDEX 900/10 AWE-5 (17 pp.)

Budgeting and Spending AGDEX 900 AWE - 6 (20 pp.)

* Sharp Shopper, Gillum Book Company, Home Economics Supplies, Box 4504, Kansas City, Missouri 64124. $5.25.

This game, played by four players or teams is based on drawing subject cards and moving accordingly along gameboard. Consumer practices are learned in the areas of clothes, food, finances, home and shelter and silly daily ones. Blank cards are also furnished for one's own items to be added. Majority of subject cards acceptable for EMR use. Can be used in pre or post level in consumer education. Equipment includes 18' x 36' colorful plastic material board, 158 cards, instruction sheet, and four markers.

85. Spitze, Hazel T. and Patricia H. Rotz, Where Does the Money Go?, Steck-Vaughn Company, Box 2028, Austin, Texas 78767. (1969) 94pp $.99

Computed R.L. 4-6 Publisher's R.L. 3-4

Worktext (self-contained, consumable) includes stories and exercises stressing spending plans, shopping, saving, credit, buymanship, and inter-relationships of resources.

86. Turner, Richard, The Money You Spend. From Turner-Livingston Reading series. Follett Publishing Company, 1010 West Washington Boulevard, Chicago, Illinois 60607. (1962) 48pp $1.08 (See also #32)

Computed R.L. 4-5 Publisher's R.L. 4-6

Stories with accompanying exercises about the problems of adolescents in budgeting, banking and spending. Gives description of series.

87. Udvari, Stephen S. and Janet Laible, From "Family Development Series". Steck-Vaughn Company, P.O. Box 2028, Austin, Texas 78767. (1973) $1.44 each (See also #33)

Computed R.L. 4-5 Publisher's R.L. 4.6

Reading and exercises with examples, illustrations, charts, and problems.

#0326-2 Buying Guides
#0327-0 Family Money Management

91. Wiese, Alice, Rate Your Credit. Illinois Teacher. 342 Education Building, University of Illinois, Urbana, Illinois 61801. (available in limited quantity) * $2.00

This is a two-part package to teach the components of a credit rating. The first is a self teaching kit with a scoring device through which the learner scores himself on several factors (e.g. age, income, employment) and discovers whether his total score makes him a suitable credit risk. The second part is a game for two or more in which the object is to improve the factors and become able to secure credit. Reading level is low. Suitable for youth and adults of varying ability levels, including the slower students.

* not received in time for examination...description by publisher

90. Wineland, Sherry, "Credit Buying or Jake and Molly Buy a New TV". Illinois Teacher (Vol XIV, No. 2, 1970) 342 Education Building, University of Illinois, Urbana, Illinois 61801. 28pp $1.75 for back issue (See also #117)

Computed R.L. 4-6 Publisher's R.L. EMR

Story following the experience of a couple shopping for the best source of credit is printed in format intended to be removed **from** issue and folded into a booklet for use by students.

88. Wool, John S., "Using Money Series". Frank W. Richards Publishing Co., Inc., 324 First Street, Liverpool, New York 13088. (1973) 62pp each $1.35 for each workbook

Computed R.L. 6-8 Publisher's R.L. EMR

A series of four workbooks which stress math skills while teaching money concepts. Minimal reading required with mostly illustrated and briefly described problems followed by numerous student exercises. First two books in series are Counting My Money and Making My Money Count.

#173 Book III Buying Power
Review of counting money and making change; buying food, household goods, clothing.

#174 Book IV Earning, Spending, and Saving
Learnings in computing working hours and pay, budgeting for fixed and flexible expenses, using available bank services.

89. Wool, John S. and Raymond Bohn, Useful Arithmetic, Vol. I and II. Frank E. Richards Publishing Co., Inc., 324 First Street, Liverpool, New York 13088. (1972) $1.50 for each volume, $2.50 for each teacher's key

Computed R.L. 4-7 Publisher's R.L. EMR

Each of these practice manuals includes problems and exercises intended to develop skills in practical arithmentic. Partial indication of content:

#167 Volume I: 62pp Buying goods, paying bills, cost of transportation, checking sale slips and restaurant bill, figuring wage deductions.

#169 Volume II: 78pp Selected content from Volume I included with material at a slightly higher achievement level, plus setting up a budget and using bank services.

CAREER EDUCATION

92. "Accent/World of Work" Series. Dare, Beatrice and E. Wolfe. Follett Publishing Co., Division of Follett Corp., 1010 W. Washington Blvd., Chicago, Illinois 60607. (1966-67) $.75 for each booklet, $1.50 for each Instructor's Book.
Computed R.L. 3-4 Publisher's R.L. 3-4
This series deals with social skills related to the work world. Realistic situations present the importance and necessity of work related personnel operations. Each booklet contains 3 lessons including introduction, word usage, article or story, and correlated exercises.

#1990 Getting That Job (#991-Instructor's Book) 24pp
Locating available jobs, preparation for and expectations during an interview.

#1995 You and Your Occupation (#1996-Instructor's Book) 30pp
Qualifications needed for gereral types of jobs, influence of personal interests and abilities, consideration of what the job offers the applicant.

#2000 Keeping That Job (#2001-Instructor's Book) 32pp
Expectations of a new worker, qualities contributing to job retention and promotion, reasons for keeping or changing jobs.

#2005 You and Your Pay (#2006-Instructor's Book)
Determination of wages, payroll deductions, guidelines for basic budgeting, further training to improve skills and pay.

93. "Be Informed Series". New Readers Press, Box 131, Syracuse, New York 13210. 40pp $.75 per unit, $.50 if more than 50 units ordered (See also #10, #72, and #35)
Computed R.L. 4-5 Publisher's R.L. 3-4

Unit #7 Be Infomed on Finding a Job
Combines information with discussion questions and review exercises. Covers: Sources of jobs, letters and forms, personal interviews, important job factors, summary for job hunters.

94. Cass, Angelica, Your Family and Your Job. Noble and Noble, Publishers, Inc., 750 Third Ave., New York, New York 10017. (1966) 71pp $1.59
Computed R.L. 3-5
From Noble's Adult Basic Education Series. Stories depicting situations regarding the responsibilities and problems faced daily by working adults are followed by fill-in exercises for immediate reinforcement.

95. Dogin, Yvette, Teenagers at Work. Frank E. Richards Publishing Co., Inc., 324 First Street, Liverpool, New York 13088. (1968) 70pp $1.50

Computed R.L. 5-7 Publisher's R.L. EMR

A job orientation workbook useful as an introduction to a work-study program. Of the seven occupations introduced, five are related to food service.

96. Food Service Worker. Delmar Publishers, Mountainview Avenue, Albany, New York 12205. (1970) 56pp $1.05.

Computed R.L. 6-7 Publisher's R.L. 5-6

Self-instructional programmed book presents information in 160 frames with response to questions included in left hand column of following frame. Content includes duties and responsibilities of worker, places for employment, education and training, wages and benefits, setting a table.

97. Fraenkel, Wm. A, How to Get a Job. The President's Committee on Employment of the Handicapped, Washington, D.C. 20210. (U.S. Government Printing Office, 1972) 27pp

Booklet offers suggestions for choosing the right kind of job, sources for advice, job searching, interviewing, and preparation for working. Includes checklists of 100 kinds of jobs, and tips for jobseekers.

98. Goble, Dorothy Y., How to Get a Job and Keep It. Steck-Vaughn Company, P.O. Box 2028, Auston, Texas 78767. 63pp $.96

Computed R.L. 5-6

This worktext provides basic information and numerous exercises on how to find a job, make application for it, and successfully complete the job interview. It also includes sound advice and simple checklists on attitudes and habits needed to get along successfully on the job.

99. Hanna, J. Bradley and Charles H. Kahn, Working Makes Sense. Fearon Publishers, Lear Siegler, Inc., 6 Davis Drive, Belmont, California 94002. (1973) 112pp $1.80 (teacher's guide included)

Computed R.L. 4-6 Publisher's R.L. EMR

The third text-workbook in the Pacemaker Practical Arithmetic Series, presents the use of money in the context of earning, spending and saving. The exercises and activities used to build basic arithmentic skills have a strong vocational slant and reflect realities students will encounter in daily work life. (i.e. payroll deductions, checking and saving account, and procedures promoting employee self-reliance)

100. Hudson, Margaret and Ann A. Weaver, "Getting Ready for Pay Day". Frank E. Richards Publishing Co., Inc., 324 First Street, Liverpool, New York 13088. (1966) $1.25 for each of three books.

Computed R.L. 4-8 Publisher's R.L. EMR

Series of three books with simple information and exercises to give students experience in the spending, saving, and budgeting of money earned.

Book 1 Checking Accounts 36pp
Book 2 Savings Accounts 31pp
Book 3 Planning Ahead 29pp

101. Hudson, Margaret and Ann Weaver, I Want A Job. Frank E. Richards Publishing Co., Inc., 324 First Street, Liverpool, New York 13088. (1964) 36pp $1.25

Computed R.L.6-8 Publisher's R.L. EMR

Student responses relating own situation and reactions to various readings, illustrations and exercises in this workbook designed to prepare them for future employment. Job search, application, interview, and other procedures are considered.

On the Job. (1965) 34pp $1.25

Computed R.L. 5-7 Publisher's R.L. EMR

A sequel to I Want A Job, utilizing similar format, this workbook considers skills and attitudes of a desirable employee.

* Hyde, Jack, Robert Smith and John Travis. Learn to Earn. MAFEX Associates, Inc. 111 Barron Avenue, Johnstown, Penn 15906. (1974) 96 pp. $2.95.

Computed R.L. 6 Publisher's R.L. EMR

Soft covered text-workbook developed to help students better understand the value of a "school work experience phase of high school work study program." Twenty-nine stories are presented followed by questions for discussion and exercises. Last half of illustrated text-workbook presents more related exercises on job preparation, application, conduct, etc.

* Living Skills Series. Rehabilitation Research Foundation of Alabama, Instructional Materials Unit, Vocational Education Department, P.O. Box 2487, University, Alabama 34586. (1966)

Applying for a Job. 21 pp. $.40. Computed R.L. 9.4

This self-learning packet is designed to aid one in where to look for a job, how to prepare for an interview, and how to conduct oneself at an interview. Pre-and post-test are included along with written exercises and answer key.

Good Job Habits. 29 pp. $.40. Computed R.L. 6.8

Self-learning packet reviews some of the "Do's" and "Don'ts" about being a good employee. Good work habits are stressed through written exercises. Pre- and post-test included along with answer key.

How to Make $5,000. 10 pp. $.40. Computed R.L. 6.8
Booklet emphasizes the job market and salary differences for high school dropouts and graduates. Questions posed throughout booklet reinforces the importance of a high school degree.

102. Monney, Thomas, "The Getting Along Series of Skills". Frank E. Richards Publishing Co., Inc., 324 First Street, Liverpool, New York 13088. $1.50 each volume.
Computed R.L. 3-6 Publisher's R.L. EMR
Series of workbooks including stories about people in various situations with numerous exercises and related activities to stress reading, spelling, and arithmentic skills.

#121 Vol. I After School is Out (1963) 54pp
#122 Vol. II Al Looks for a Job (1964) 61pp
#123 Vol. III A Job at Last (1964) 61pp
#124 Vol. IV Money in the Pocket (1965) 62pp
#125 Vol V From Tires to Teeth (1965 69pp

103. Piltch, Benjamin, Mack Works in a Clothing Factory. Frank E. Richards Publishing Co., Inc., 324 First Street, Liverpool, New York 13088. (1971) 60pp $1.50.
Computed R.L. 5-6 Publisher's R.L. EMR
The story of a recent high school graduate facing problems and making adjustments in beginning employment in the garment industry. Exercises are incorporated throughout book to test comprehension and provide reinforcement of reading.

104. Popeye and Consumer and Homemaking Careers. King Features, 235 East 45th Street, New York, New York 10017. (1973) $.11-$.25 each depending on quantity.
From the series "Popeye Career Comics", this career oriented cartoon booklet presents career information about a number of jobs in home economics related fields with the light touch of a comic book format.

105. Prevo, Helen, Work for Everyone. Frank E. Richards Publishing Co., Inc., 324 First Street, Liverpool, New York 13088. (1971) 65pp $1.50
Computed R.L. 5-6 Publisher's R.L. EMR
Experiences in obtaining employment and descriptions of their jobs are discusses by fourteen young adults. Exercises or tests included.

106. Randall, Florence, Getting a Job. Fearon Publishers, Fear Seigler, Inc., 6 Davis Drive, Belmont, California 94002. (1968) 90pp $2.01 (teacher's guide included).
Computed R.L. 5-9 Publisher's R.L. 3.6
To prepare students for future employment, this text-workbook covers searching for a job, documents and forms needed, applications and interviewing procedures, and desirable employee traits. Over one-third of book is devoted to describing common jobs open to special education students.

107. Rath, Patricia, R. Mason and L. Phipps, "Self-study Guides". Interstate printers and publishers, Jackson at Van Buren, Danville, Illinois 61832. 6" x 4" cards in folder $3.95 each
Each packet contains cards using a question and answer format to emphasize some skills, knowledge, and attitudes necessary for getting a job or for working successfully. One multiple choice question per card with correct answer and rationale on back. Pamphlet enclosed gives suggested uses for guide, such as the Job Success Game similar to the traditional "spell down", which would provide motivation for student while working independently..

Applying for a Job (1968) 70 question cards
Succeeding on the Job (1970) 95 question cards

108. Schneider, Bernard, Getting and Holding a Job. Frank E. Richards Publishing Co., Inc., 324 First Street, Liverpool, New York 13088. (1966) 60pp $1.50
Computed R.L. 8-12 Publisher's R.L. EMR
A worktext written to prepare the young adult for employment. Thirteen chapters on job-related concepts include vocabulary and application exercises.

* Shannon, Theodore P. Agriculture Education Service, State Department of Education, Ohio State Unversity, 2120 Fyffe Road, Columbus, Ohio 43210.
Self-learning packets designed to aid one in the job market. Well illustrated packets include questions and exercises to reinforce material.

Getting Your Job. (1971) 14 pp. $.30 AWE 2
Computed R.L. 6
Packet developed to teach students how to fill out an application for social security, compile a resume, fill out a job application, and how to handle oneself in a job interview.

Deciding On and Locating Your Kind Of Job. (1971) 15 pp. $.30 AWE 1.
Computed R.L. 5.6
Packet includes two areas of study, looking at job possibilities and ways of finding out more about jobs. Self-inventory form and employment applications to be worked with are included.

Getting Along On Your Job. (1973) 14 pp. $.30. AWE 10.
Computed R.L. 4.6
These ten stories present problems that could occur in a job. The student reacts to each story through questions that follow each story.

* Steady Job Game - A Vocational Orientation Game. MAFEX Associates, Inc. 111 Barron Avenue, Johnstown, Penn. 15906. (1974) $9.50.
Publisher's R.L. EMR
This board game was designed to reinforce positive attitudes and behaviors in an employment situation. Students spin and draw cards describing a positive or a negative performance in a job and move accordingly.

109. Turner, Richard, The Jobs You Get. From the Turner-Livingston Reading Series. Follett Publishing Co., 1010 West Washington Boulevard, Chicago, Illinois 60607. (1962) 44pp $1.08. (See also #32) Computed R.L. 4-6

Twenty-four storyline plots with exercises designed to follow the experiences of two teenagers in their search for employment; considering job search, applications, interviews, employment agencies, and personal qualities.

110. Turner, Richard H., "Turner career Guidance Series:. Follett Publishing Co., 1010 West Washington Blvd., Chicago, Illinois 60607. (1967) 48pp each $.90 for each booklet, $1.50 for 64pp instructor's book for series.
Computed R.L. 5-6

Each of the six workbooks treats a major aspect of career and job experience, and provides basic specific information on the world of work. Structured daily lessons including content and experiences present a cohesive and integrated program in career planning. Dictionary definitions and post test at end of each book.

#0600 Wanting a Job
Where to begin in finding a job, career objectives, aptitudes and attitudes, Social Security, personal history forms, employment agencies, the interview.

#0601 Training for a Job
Trainees, apprentices, and beginning workman, the job application, fringe benefits, reading help wanted advertisements, job skills and job descriptions.

#0602 Starting a Job
Job ratings, personal budgets, managing money, the pay envelope, deductions, insurance, unions, licensing, and procedures.

#0603 Looking for a Job
Dealing with job misfortunes, personnel agencies, application information, interviewing skills.

#0604 Holding a Job
Good working habits, job conditions, commuting, handling domestic and employment crises.

#0605 Changing a Job
Changing jobs for career satisfaction and long-range goals, union practices, skilled workers, pay rates, job experience and work maturity.

* Tyson, Kenneth. All About Jobs. MAFEX Associates, Inc. 111 Barron Avenue Johnstown, Penn. 15906. (1974) 107 pp. $2.95.

Computed R.L. 5-8 Publisher's R.L. EMR

To prepare students for future employment, this text workbook covers what is known about various jobs, what jobs are available, job descriptions, applying for a job, responsibilities and benefits of a job. Less than one third of the book is devoted to spending, budgeting plans, costs of items, and some legal advice. Thought provoking exercises are contained in book concerning what type of job one would like,

111. Udvari, Stephen S., Working With Others. From "Family Development Series" (1973) 79pp $1.44 each (See also #33)

Computed R.L. 6-9

Chapters on Finding a Job Opening. Interviewing for a Job. Getting Along on the Job, It's Pay Day. Focus is on presenting information with some use of case studies and related exercises to reinforce learnings.

II. PUBLICATIONS FOR TEACHER USE

TEACHER REFERENCES

* A Teacher's Guide to: Learning Nutrition through Discovery K-6. Duplicaing Services, Martha Rensselar Hall, Cornell University, Ithaca, New York 14850. (1975) $1.35.

Teacher's guide for K-6 in foods. K-3 food activities are given dealing with vegetables, apples, yeast breads, milk magic, peanut butter and some favorite food adventures and activities. 4-6 activities are science related and include such things as cells, nutrients, vitamins along with cultural foods, meal planning, etc.

* Alum Rock Union Elementary School District, Sensible Nutrition Makes the Scene. California School Food Service Association, P.O. Box 74188, Los Angeles, California 90004 (1974) 32 pp. $2.25.

This nutrition guide with lessons for fourth, fifth, and sixth grade may be used as a supplement to the Laidlow State Health Series. Fundamentals of good nutrition and the basic four are presented in twelve lessons. Sources of materials on nutrition and health education included.

* Anderson, Judith and Melody Henner, Being Me: A set of spirit masters. Science Research Associates, Inc. 259 East Erie Street, Chicago, Illinois 60611. (1972) $13.75.

Set of 46 spirit masters designed to provoke awareness in value clarification and inner feelings. Illustrates concepts of how and why one feels the way he does toward self, friends, groups, family, community, role in life, experiences, behavior, and responsibilities.

* Baltimore Urban League Consumer Services Division, This Way to A Better Home. Soap and Detergent Association. 475 Park Avenue S., at 32nd Street, New York, New York 10016. (1975) $2.00.

This training manual and teaching guide was designed in Baltimore to help new residents with problems they may encounter after moving into a new dwelling. Areas of making moving easier, housing rules, housekeeping tasks, tools, and family cooperation are included. Applies basically to urban living. Well illustrated with charts and guides.

* Bielefed, Carole. A Metric Workbook for Teachers of Consumer and Homemaking Education, Orange County Department of Education, P.O. Box 11846, Santa Ana, California 92711. (1974) $1.50.

Workbook designed for teachers containing an introduction into the metric system, a pre-test, a transparency presentation with narration (using illustrated masters), a learn by doing class activity, post test, and numerous other activities, aids and references especially developed for homemaking education.

* Blucker, Gwen. An Annotated Bibliography of Games and Simulations in Consumer Education. Home Economics Education, Unversity of Illinois, Urbana, Illinois 61801. (1973) 97 pp. $1.50.

This bibliography is designed to present an evaluation of 32 teaching devices in the area of consumer education. Games and simulations were tested and a 3 page evaluation and a reading level score were completed for each item.

112. Boyd, Fannie Lee. A Resource Guide for Teaching Nutrition. Grades One Through Seven, Department of Home Economics Education, University of Georgia, Athens, Georgia 30601. (1969) 53pp $1.00

Objectives, generalizations, and learning experiences are grouped into three levels for grades one through seven. Several suggested activities are described in detail at end of each section. The role of the food service manager and many possible uses of the school lunch program as a laboratory for learning are given for lower elementary through senior high levels. A limited list of resource material and a check list to appraise present program are included in appendix.

* Brandou, Julian R., A Collection of Materials and Ideas on Metric Education. Education Public Service, Michigan State University, 250 Erickson Hall, East Lansing, Michigan 48823. (1974). 52 pp. $6.00.

Bibliography of metric teaching material plus articles on metric education and two hierarchy of tasks outlines for K-6 on metric measuring. Included are books, articles, government publications, etc., along with sources of manipulative materials, films and other instructional aids.

* Cole, Ann, Carolyn Hass, Elizabeth Heller and Betty Weinberger. PAR Project, 464 Central Avenue, Northfield, Illinois 60093.

9 3/4" x 12¼" illustrated activity booklets, designed to offer learning activities for the first 6 years of a child's life. Creativity and awareness of the world are emphasized through enjoyable activities. Activities well suited to be used by EMR students in working with children.

Recipes for Fun. (1970) 46 pp. $2.00.
Designed for younger children and includes areas of the basics (recipes and objects used), make believe (puppets, etc.), music and rhythm, making things, party fun, learning games and exploring.

More Recipes for Fun. (1972) 45 pp. $2.00.
Designed for children ages 3-11. Includes areas of back to school, indoor crafts and games, discovery, outdoor crafts and games, and newspaper fun.

Workshop Procedures. (1971) 28 pp. $2.00.
Manual incorporates the activities and ideas in Recipes for Fun into 3 workshops. The workshop format trains parents and others in working with children. Evaluation form is also given.

* Davis, Reba J. Teaching Techniques and Resource Material Development for Nutrition Education Among Disadvantaged Youth and Adults, Area of Home Economics Education, Vocational Education, University of Arkansas, Fayetteville, Arkansas 72701. (1975) $10.00 for set of 3 volumes.

Volume 1. 68 pp. $3.00. Volume 1 contains a summary of project activities, conclusions, and recommendations. An overview of the project, some relationships found with slow learners and ideas are presented.

Volume 2. 258 pp. $5.00. This collection of materials is "organized to enable the teacher to select from among a variety of resources for teaching various concepts" in nutrition. Six sections are included; teacher reference and resources, sample units and lessons, communication devices, games , evaluation in nutrition education, and appendix. An assortment of well-developed material for various levels.

Volume 3. 139pp. $4.00. This third volume contains packages and low-level reading materials in the area of nutrition education. Well-illustrated, with exercises puzzles, etc., all of which can be duplicated in quantity.

* Focus on Nutrition, The Commonwealth of Massachusetts, Department of Education, Neil V. Sullivan, Commissioner, 182 Fremont Street, Boston, Mass. 02111. 69 pp. $3.95.

This handbook serves several purposes; in-service training manual, reference source and curriculum guide for K-6. Aids teachers by intergrating nutrition into other areas of study such as english, math, and social studies. Designed for elementary teachers who do not have a strong background in nutrition, but activities and ideas could easily be used for EMR students.

* Food- Life Depends On It. A. Von Housen, Westside Community Schools, 909 S. 76th Street, Omaha, Nebraska 68114 (1975) 33 pp. $2.00.

A developmental unit for fourth, fifth and sixth grade levels. At each level concepts, behavioral objectives, learning experiences and references are given. A glossary of nutrition terms is included at the fifth grade level.

* Fry, Barbara. Yardsticks for Nutrition, Mailing Room, Building #7, Research Park, Cornell University, Ithaca, New York 14850. (1975) $.50, $.25 (teaching guide).

Teaching guide and related class materials focusing on iron, calcium, vitamin A and C. Nutrient function, key foods, double-value foods, and RDA for three age levels are key points in unit. How one can adjust his diet for his RDA is stressed through various activities outlined in the guide.

113. Gaynor, Patricia, Teacher's Guide for a Model Program on Introduction to Vocations for Educable Mentally Retarded. Curriculum Laboratory, Division of Vocational Education, Rutgers University, New Brunswick, New Jersey 08903. (1968) 60pp $.75

A program designed to aid upper junior high school students in gaining occupational awareness to lay a foundation for later career and educational program choices. Sections included cover general plans, the student as an individual, economics aspects of living, exploratory occupational units, employment information, and suggested references. The appendix contains student information and interest forms and possible job listings.

114. Hayes, Anne C., Money-Go-Round. Instructional Materials Laboratory, for Vocational Education, University of Kentucky, Lexington 40506. (1969) 18pp $2.00

A resource unit for teaching consumer education to disadvantaged adults, covering sources of income, wise shopping , use of credit, and record keeping. Each of six lessons includes objectives, content, learning experiences, and suggested resources.

* HELPS, self-learning packets. American Home Economics Association, 2010 Massachusetts Avenue, N.W., Washington D.C. 20036. Complete packet $2.00. Student section, lots of 10, $3.00.

Teachers section of each packet includes answer key, component ideas, approach objectives, instructions and materials needed. Student's section includes pre- and post-test objectives and lessons on content of packet. Packets designed to be accompanied by tapes, pamphlets, books, etc.

Cynewski, Lois. Let's Think Metric. No. 1055, (1974) 13 pp.
Computed R.L. 14 Publisher's R.L. 7-12
Acquaints student to the basics of the metric system and how to work and think metric.

McMillan, Jane E. It's Your Skin...Take Care of It. No. 1050. 11 pp.
Computed R.L. 11.2 Publisher's R.L. 7-9
Written to develop personal skin care routine in student. Stresses relationship between skin care and self image.

Jenson, Mary Jane. Fractions Count When you Cook. No. 1053. (1971) 11 pp.
Computed R.L. 9-11 Publisher's R.L. 7-8
Packet based on the importance of fractions in the adjustment of recipes. Unit is largely self-contained, no use of books, films, etc.

Quinn, Ruby. Calorie Talk. No. 1047. (1971) 11 pp.
Computed R.L. 9-10 Publisher's R.L. 7-8
Designed to develop knowledge of calories and the role they play in nutrition, energy, body weight and diet.

Sanderson, Donna. The Babysitter's Code. No. 1045. (197[illegible]) 13 pp.
Computed R.L. 7.2 Publisher's R.L. 7-9
Written to inform student of the needs of children a babysitter should know. Includes areas of play, development, and handling children.

115. Home Economics Resource Units-OE I, II, III. Department of Learning Resources, City School District, 410 Alexander Street, Rochester, New York 14607. (1967) 63pp $2.80

This book of resource units for educable mentally retarded students, ages 14-17, was developed for a special sequential three year high school homemaking program designed to help these students learn basic skills needed for success in homemaking and employment. The book is composed of four sections; each resource unit is treated as a complete booklet with its own index and bibliography (Section I gives general information and suggestions for working with special education students). All areas of home economics are included in each year course, with stated concepts, objectives, content, experiences and resources.

* Ice Breakers, Nutrition Education Paper-Pencil Games. Food and Nutriton Service, United States Department of Agriculture, Washington D.C. 20250. (1974) single copy free. 14 pp.

116. "Illinois Teacher". (Volume XV, No. 2, Nov/Dec, 1971). Illinois Teacher, 342 Education Building, University of Illinois, Urbana, Illinois 61901. $1.75

This issue is a report on a workshop during which participants wrote a few selections in consumer education at the 3-5 grade reading level. These six are included: Home in a Mobile Home, Jimmy Shops for his First Car, Broke Again, No Shoes for Tammy, Free (?) Encyclopedias, Round and Round. A bibliography of low reading level materials and an article "Consumer Education and the Literacy Problem" are also a part of this issue.

117. "Illinois Teacher". (Volume XIV, No. 2, Nov/Dec, 1970). Illinois Teacher, 342 Education Building, University of Illinois, Urbana, Illinois 61901. $1.75 (See also #6 and #90)

This issue is a special publication of meeting low literacy needs. In addition to an article titled "Slow Readers in Home Economics", included are two student materials described elsewhere: "Credit Buying, or Jake and Molly Buy a New TV" and "Letters from Your Unborn Baby".

118. "In-Between", Instructional Materials Laboratory, Ohio State University, 1885 Niel Avenue, Columbus, Ohio 43210. (1969) 118pp $3.25 plus $.40 handling charge

The purpose of this curriculum guide is to present examples of the kinds of activities which will give students with special learning needs experiences in these areas: Personal and Family Development, Housing, Home Care, Food and Nutrition, and Clothing. Each curricular area includes objectives, content, suggested activities and supplementary experiences. Introduction gives helps for working with EMR students, last 40 pages give game descriptions and evaluative devices to be used with the students. Written at fourth grade level.

119. MacDonald, Susanne, Homemaking for Educable Retardates. St. Louis Public Schools, Division of Curriculum Services, St. Louis, Missouri 63104. 88pp $4.00

Curriculum Guide for two sequential one-year courses; EMR Homemaking I and EMR Homemaking II. Each course has nine developed units, with objectives, generalizations and a variety of activities. Suggested course outlines state approximate time for each unit, providing structure for coverage of concepts. All areas of home economics are included.

120. McKay, Sirley E., The Slow Learner in Homemaking Classes in Junior and Senior High Schools. Curriculum Laboratory, Division of Vocational Education, Rutgers University, New Brunswick, New Jersey 08903. 41pp $.50

Beginning chapters cover general characteristics, identification of, teaching and working with slow learners. The later half of this thesis deals more directly with the slow learning student in homemaking classes, including goals and objectives, effective teaching methods, procedures for preparation of supplementary materials, and suggestions for classroom management. Several activities are listed for each of six major areas of home economics.

* Nelson, Viola Berquist, You Are Important, 18 transparencies, 9 think sheets, teacher suggestion sheets grades 4-6. Paul S. Amidon & Assoc., Inc. (1970) $10.95.

This pupil-teacher kit provides experiences in economic awareness. In completing the think sheets (to be duplicated for students) the student uses judgment, thinking and elementary research. By using the transparencies with the think sheets, the kit covers the areas of one being important, dependent, a consumer, using money, choices and decisions, family and banking. Added suggestions are included.

* New York State Health Education Curriculum Nutrition Component, Duplicating Services, Martha Rensselaer Hall, Cornell University, Ithaca, New York 14850.

K-3 and K-6. (1975) $1.00. This curriculum guide is structured within ten nutritional concepts and is divided into five teaching units. Units are: What is Food?, Food is Used for Pleasure, Food is Used for Doing Things (energy), Food is Used For Building, and People Eat Many Different Kinds of Food. Suggested Teaching and Learning Activities are well developed.

7-9. (1975) $1.00. Curriculum guide for Junior High students based on nutrition, health, heredity, environment. Guide focuses on problems the adolescent encounters at this age level, (weight control, etc.). At the end of each unit a key vocabulary is given.

10-12. (1975) $1.00. Nutrition curriculum based on the variety of purposes that food fulfills, relationships between nutrition, health and disease in the United States and other countries, prenatal and infant nutrition, trends and events in society which affect nutritional status and behavior, and nutritional responsibility. A unit on current research is also included for a challenge for certain classes.

* Nutrition Education Project. Duplication Services, Martha Rensselaer Hall, Cornell University, Ithaca, New York 14850.

MmGood, Try Something New, Leader's Guide. (1975) $4.00. These 22 lessons designed for 9-12 year olds include leader's guides, youths' handouts, pre and post test, activities, charts, etc., in a 3 ring notebook. This illustrated lesson guide combines the fun of handling, tasting food, nutrition games and activities, with the objective to broaden youth's food acceptance within the four nutrients, Ca, Iron, Vitamin A and C. Illustrations well-suited for EMR students. Price list for students handouts included.

Foods Combos - Master Manual. (1975) $2.00. These eight lessons include leader's guide, youths' handouts, activities, etc., for students 12-14 years of age. Presents two main themes; nutrient focus (protein and B vitamins especially and calorie needs) and meal management. Well illustrated materials contained in a 3-ring notebook. Price list for ordering youth's handouts included.

121. Ortleb, Edward and Richard Cadice, Foods and Your Health. Millikan Publishing Company, St. Louis, Missouri. (1969) 20pp $6.95

This book contains twelve prepared full color transparencies and four spirit duplicating masters with exercises for review or testing. Teacher's guide includes concepts, background information, and suggestions for further study for each transparency. Colorful well illustrated transparencies for each food group, vitamins, minerals, use of food by body, calories, and food eating practices.

122. Peale, B. R., D. Fisher and L. Hutcheson, Consumer Education for EMR-Secondary Level. Orange County Department of Education, Publication Sales Depqrtment, P.O. Box 11846, Santa Anna, California 92711. (1971) 77pp $1.50

This guide would be most useful for a teacher working with high school EMR students who has a limited understanding of home economics concepts, as about two-thirds of the guide is given to the stating of information. Content in banking services, money management, credit, and insurance in included; followed by some suggested activities and resources.

123. Reiff, Florence M. and Katharine B. Hall, Teaching Home Economics to the Educable. Curriculum Laboratory, Division of Vocational Education, Rutgers University, New Brunswick, New Jersey 08903. (1961) 28pp $1.00

This is a report of a sixteen day workshop involving sixteen adults and seven EMR girls which was held for this purpose of developing some methods, techniques, and materials suitable for teaching home economics to EMR students. Includes information on student characteristics, selection of techniques and materials, suggested home economics concepts, evaluation means, and working with mainstreamed students. Samples of evaluative devices are located in the appendix.

124. Toward Competency, A Guide for Individualized Instruction. Oregon State Department of Education, 942 Lancaster Drive N.E., Salem, Oregon 97310.

This new curriculum for EMR students will not be available for out-of-state distribution until November, 1974. After that date, contact Mr. Ray Rothstrom, (Coordinator, Program for Mentally Retarded) for price and ordering instructions.

125. "Bulletin Board Cutouts". Trend Enterprises, P.O. Box 3073, St. Paul, Minnesota 55165. $2.95 each set

The colorful captivating cutout figures in each set would be a means to "visually" teach concepts to EMR students. Clever approach would appeal to students.

#T-901 Food Groups

#T-902 Key Nutrients Eight nutrient characters plus reason for importance of each

#T-903 Drugs and You Pictured scenes and chart to stimulate discussion

#T-819 Good Grooming Six 27" youngsters with good grooming tips

#T-713 Health Hints Six 28" children, each with a valuable health hint

126. Vocational Related Training For Special Students. Vocational Curriculum Laboratory, Box 1114, Murfreesboro, Tennessee 37130. (1972) 225pp $4.50

This teacher's guide for use with secondary disadvantaged, handicapped, or regular vocational students, was designed to help teachers prepare these youth for successful living and gainful employment. Each of twenty instructional units includes objectives, vocabulary improvement, student exercises, discussion questions, suggestions for teaching methods and materials. Units related to home economics concepts are: My Goal in Life, Personality, Getting Along With Others, Well Balanced Meals, The Bank Account, The Budget, Family Life.

ELEMENTARY LEVEL MATERIAL

127. Barber, Janet, My Learn to Sew Book. Golden Press, Inc., Educational Division, 850 Third Ave., New York, New York 10022. (1971) 61pp $4.95

Collection of creative projects designed for boys and girls beginning to sew. Several full-size patterns are included for students to trace, directions are clear and easy to follow, with colorful pictures and sketches to illustrate procedures.

128. Betty Crocker's New Boys and Girls Cookbook. Golden Press, Inc., Educational Division, 850 Third Ave., New York, New York 10022. (1965) 156pp $2.95

Following instructions on terms, utensils, measuring, safety, table setting and manners; recipes for beverages, breads and sandwiches, salads and vegetables, meats and main dishes, desserts, snacks, special occasions, and outdoor cookery are given. Thorough but simplified directions are easy to follow for fun and success in the kitchen.

129. Food to Grow On...A Book About Food for Boys and Girls. National Five Stock and Meat Board, 36 South Wabash Ave., Chicago, Illinois 60603. (1959) 23pp $.25

A colorfully illustrated pamphlet with information and related exercises about the need for nutritious food, with each of the four food groups introduced followed by general health rules.

* Good Foods Coloring Book, Food and Nutrition Service, U.S. Department of Agriculture, Washington D.C. 20250. (1973) 31 pp. $.40.

This 8" x 10½" coloring booklet contains pictures of the basic four along with some simple information about each such as color, vitamins it supplies.

130. Hoke, Helen, Etiquette: Your Ticket to Good Times. Franklin Watts, Inc., 845 3rd Ave., New York, New York 10022. (1970) 67pp. $2.17

Stresses consideration in simple rules for everyday living; covering introductions, table manners, party manners, visiting, telephone usage and letter writing.

* Mayer, Jean. Nutrition Education in Primary Grades. National Livestock and Meat Board, 36 So. Wabash Avenue, Chicago, Illinois 60603. (1971) $.40.

These two colorful illustrated booklets are designed to acquaint primary grade students to the variety of foods. One booklet (13 pp.) is story form, "Mystery at the Food Power Tower", the second one (8 pp.) is compiled of 21 exercises based on food groupings. Bulletin is included containing suggestions and ideas for integrating food study into various subject areas.

131. Sedgewick, Ursula, My Learn to Cook Book. Golden Press, Inc., Educational Division, 850 Third Ave., New York, New York 10022. (1970) 31pp $3.30

Featured in colorful fashion are twenty-four recipes with step-by-step illustrated directions, easy for the beginning cook to follow.

* Suzuki, Mary. Miss Patch's Learn-to-Sew Book. Harcourt, Brace and World Publishing House, 757 Third Avenue, New York, New York 10017. (1969) 96 pp. $3.95.

Computed R.L. 5 Publisher's R.L. Elementary

Hardcover book with illustrations demonstrating some basics of sewing. Instructions are given for a student to follow with Miss Patch in making a pillow, drawstring bag, kerchief, doll clothes, etc.

The following resources listed are 4-H publications. Most 4-H materials could be well adapted to the special education student as they are written for the 9-13 year old ability level, and because 4-H is activity oriented with a project approach incorporated into most materials listed. Several publications listed have separate leader's guide available also. The following publications can be ordered at the indicated price from:

Youth Development Office
University of Wisconsin Extension
336 Lowell Hall
610 Langdon Street
Madison, Wisconsin 53706

132. #110 Learning More About Children (1969) 15pp $.20
Development of children, guiding behavior, play, safety, and being a babysitter.

133. #123 Clothing Plus 9pp $.10
Wardrobe planning, clothing selection, grooming.

134. #139 Adventures With Dinners (1966) 32pp $.20
(Leader's Guide, 24pp, available separately)
Basic recipes and supplementary information follow section on nutrition, sanitation, planning meals and shopping. Leader's guide gives suggested activities and additional information.

135. #141 Make the Most of Your Money (1965) 10pp $.10
Making a spending plan and recording expenses with emphasis on accumulating savings.

136. #159 More Fun With Children (1970) 9pp $.10
Suggestions to provide art and music experiences for younger children.

137. #161 Design in Arts and Crafts (1970) 30pp $.25
Describes use of techniques and materials to create unique and original designs.

138. #166 Fun With Clothing 18pp $.15
Beginning construction techniques.

139. "Homes for Living Project" (1972-1973)

Series progresses from color and design principles to application in designing living space and housing needs, selection, and cost.

#176 This is Where I Live (Beginner) 34pp $.25

#186 Designs for Living (Intermediate) 44pp $.30

#196 A Place of My Own (Advanced) 36pp $.30

140. "Food and Nutrition Series"

Tricks for Treats (Introductory Unit) 34pp $.25
Information, tips, and recipes for becoming a kitchen magician. Ten experiments included for "testing" principles.

All American Foods (second unit) 37pp $.25
Focuses on the contributions of people, history, and traditions of our country to food patterns and preferences.

Meals for Today-The Easy Way (advanced unit) 32pp $.25
Using convenience foods to prepare quick yet creative and interesting meals.

141. Foods With An International Flavor 33pp $.25
Sampling foods and sharing traditions of Mexico, Germany, Italy, and Japan.

142. My Money World 35pp $.25
Personal planning and account book.

143. Clothing Speaks 45pp $.30
How clothing communicates in reference to total appearance, including accessories, hair, make-up, grooming, posture, mannerisms, and clothes.